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MADRAS

HISTORY OF EDUCATION

IN THE

MADRAS PRESIDENCY

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BY

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PREFACE.

THIS is the first attempt that has been made to present to the public a continuous history of educational operations in the Madras Presidency. In 1854, Sir Alexander Arbuthnot gave a brief narrative of the efforts that had been made by the Government of Madras for the extension and advancement of education in this Presidency; but these efforts, as will be seen, were fitful and spasmodic and wanting in continuity. In 1884 there was issued, under the authority of the Education Commission, a statement of the Progress of Education in the Madras Presidency from 1854 to 1881.* This statement, though dealing with important measures from time to time introduced by Government, does not claim to be a *history* of education the information given in it being meagre and mainly statistical in character.

In the compilation of the work I have ha access to original records and reports kindl placed at my service by the Director of Pul Instruction. The very abundance of materi my command has proved a considerable diffi in the way of presenting the salient featu

the progress of British education in this Presidency in a concise manner and within readable compass. To what extent I have succeeded in doing this, the reader alone can judge for himself.

My task being confined chiefly to chronicling facts, I have not attempted to criticise policies. There are no doubt large questions connected with Indian education which have been and are still the subject of warm discussion among educationists and others interested in Indian progress, but the discussion of these subjects does not come within the scope of the present work. It must also be remembered that the history of education in India has been mainly one of measures and statistics, and as yet there are no characteristic movements of a purely indigenous character. British education in India is still an exotic, and the progress visible is almost entirely due to the efforts of Government and of Mission-ry agencies.

For purposes of convenience I have dealt
th the History of Education in this Presidency
der four periods. The first period extends,
ghly speaking, from 1822 to 1854, that is
m the time Sir Thomas Munro, Governor
Madras, ordered an investigation to be made
he state of indigenous education in this
ency up to the organization of the Educa-
department, which was the immediate
[illegible] great Despatch of 1854. The

which gave an immense impetus to Prima
education by placing it under the direct co
trol of Local Boards and Municipalities. T
appointment of the Education Commission
the 3rd February 1882 undoubtedly marks
new era in the History of Education in Indi
and the year 1881, therefore, I have tak
as marking the close of the third period. T
fourth period, extending from 1881 to 18
may be regarded as the period of reconstr
tion, and this period is coterminous with
administration of Mr. H. B. Grigg, C. I. E.
have dwelt at length on the important edu
tional reforms initiated by him. Dr. Dunc
who was appointed permanently to the office
Director of Public Instruction in November 18
had acted previously at different intervals fo
period of three years in all, and the import
measures introduced by him are also referred
in Section V. The last paragraph of this Sect
is specially taken up with a brief account of
administration, and thus brings the informa
contained in this work down to the
My best thanks are due to Mr. V. T.
Chariar, B. A., Acting First Assistan
Director of Public Instruction for w
paragraph. I am also under
Mr. E. H. Elliot, B. A.,
English, Presidency Colleg
looked over the greater

PREFACE.

The statistical information has been carefully mpiled, but I have, as far as possible, avoided roducing mere statistics into the body of the rk, and have referred the reader to the ular statements in the Appendix. The sub-t of Missionary education has been dealt with fully as I could with the aid of official reports d records, supplemented by information from her sources, but I feel that I have not done lljustice to this portion of the subject owing the inadequacy of the materials at my com-and.

I am fully conscious of the imperfections of he work; as, however, it is the first work of e kind attempted by a native of India, and as been written in the intervals of professional uties, interrupted by serious domestic calami-ies, I look for indulgent treatment from the ublic.

S. SATTHIANADHAN.

PRESIDENCY COLLEGE,
mber, 1894.

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(2) The following spelling is adopted to avoid old forms :—

(a) *Mṛtyunjaya Manuscripts* for Taylor's *Mirtanjeya Manuscripts.*

(b) *Pāṇḍyan Chronicle* for Taylor's *Pandion Chronicle.*

(c) Polegar for Polygar.

(d) Ariyanātha for Āryanātha.

10 JUL 1924

ABBREVIATIONS

1. Bertrand—(Father J. Bertrand, *La Mission du Maduré.*)
2. Burgess—(Burgess and Natesa Sastri, *Tamil and Sanskrit Inscriptions.*)
3. *C.R.*—(*Catalogue Raisonne.*)
4. Danvers, *Report*—(F. C. Danvers, *Report on the Portuguese Records relating to the East Indies.*)
5. *E.C.*—(*Epigraphia Carnataca.*)
6. *E.I.*—(*Epigraphia Indica.*)
7. *I.A.*—(*Indian Antiquary.*)
8. *I.M.P.*—(*Inscriptions of the Madras Presidency*—Mr. V. Rangacharya's Topographical List.)
9. K.Ā.—(Kollam Āṇḍu or the Malayāḷam year.)
10. K.Y.—(Kali Yuga Era.)
11. Lockman—(J. Lockman, *Travels of the Jesuits.*)
12. *M.E.R.*—(*Madras Epigraphist's Report.*)
13. Nelson—(J. H. Nelson, *The Madura Country*, Part III.)
14. Nieuhoff—(John Nieuhoff, *Voyages and Travels*, II.)
15. *O.H.MSS.*—(*Oriental Historical Manuscripts.*)
16. Orme, *Historical Fragments*—(Robert Orme, *Historical Fragments of the Mogul Empire.*)
17. Sewell—(R. Sewell, *Lists of Antiquities, Madras.*)
18. *S.C.P.*—(Sewell's Collection of Copper Plates in his *Lists of Antiquities, Madras*, II.)
19. S.K.A., *Sources*—(Prof S. Krishnaswami Aiyangar *Sources of Vijayanagar History.*)
20. Ś.S.—(Śaka Samvat.)
21. *T.A.S.*—(*Travancore Archæological Series.*)
22. Wilks—(Wilks, *History of Mysoor.*)
23. Numbers like '1 of 1900' refer to the number of the inscription and the year (of collection) of the Madras Department of Epigraphy.

N.B.—(1) All the dates given are A.D. unless otherwise

HISTORY OF EDUCATION

IN THE

MADRAS PRESIDENCY.

Section I.—Education in Madras Prior to 1854.

Prior to the organization of the Educational Department, which was the direct out-come of the Despatch of 1854, the efforts made by Government to improve education were spasmodic and wanting in thoroughness. Sir Thomas Munro was the first to draw the attention of the local Government to the subject of education. In a Minute recorded by him on the 25th June 1822 he says:—"Much has been written, both in England and in this country, about the ignorance of the people of India, and the means of disseminating knowledge among them, but the opinions upon this subject are the mere conjectures of individuals, unsupported by any authentic documents, and differing so widely from each other, as to be entitled to very little attention. Our power in this country, and the nature of its own municipal institutions, have certainly rendered it practicable to collect materials from which a judgment might be formed of the state of the mental cultivation of the people. We have made geographical and agricultural surveys of our provinces; we have investigated their resources; and endeavoured to ascertain their population; but little or nothing has been done to learn the state of education." Sir Thomas Munro suggested in the Minute that the best

Sir Mu Min

education throughout the country, and called upon the several Collectors to furnish lists of the schools in their respective Districts, the nature of education given in them, the number of scholars in each, and other matters of interest. It is noteworthy that in all the efforts made by Government, from the earliest period, to promote education, the most scrupulous regard was paid to the opinions and prejudices of the people on the subject. The principle of non-interference was strictly observed, and every possible attempt was made to secure the confidence and co-operation of the people in the practical measures adopted by Government. Sir Thomas Munro concluded his Minute thus :—"It is not my intention to recommend any interference whatever in the native schools. Everything of this kind ought to be carefully avoided, and the people should be left to manage their schools in their own way. All that we ought to do is to facilitate the operations of these schools by restoring any funds that may have been diverted from them, and perhaps granting additional ones where it may appear advisable." The Court of Directors highly approved of the inquiry set on foot by Sir Thomas Munro, and referring to the non-interference policy observed that "it was proper to caution the Collectors against exerting any fear in the people that their freedom of choice in matters of education would be interfered with," but that "it would be equally wrong to fortify them in the absurd opinion that their own rude institutions of education were so perfect as not to admit of improvement."

The reports and returns of the Collectors, which it took two years to collect, shewed an aggregate of 12,498 schools containing 188,650 scholars, of whom 184,110 were males and 4,540 females. Out of the

ese were mainly vedic *patasalas*, which formerly rmed a part of every *mantapam* or religious centre. anjore returned the largest number of institutions,—93, of which 109 were entered as Colleges. The ntire population having been estimated at 12,850,941, here was approximately one school to every 1,000 of the population. Very few schools appear to have been endowed by the public, the majority of them being supported by the parents of the pupils. Brahmins were chiefly in charge of the vedic *patasalas*, and they generally held *Manniums*, &c., granted by the ancient Zemindars and by the former Governments for various reasons. The rate of payment for each scholar varied in different Districts and according to the different circumstances of the parents of the pupils, from one anna to four rupees per mensem, the ordinary rate among the poorer classes being generally about four annas, and seldom exceeding half a rupee. Teachers in general did not earn more than six or seven rupees monthly. The particulars relating to caste to which the pupils belonged are interesting. Of the 188,650 pupils, 13,561 were returned as Muhammadans, 42,502 as Brahmins, 19,669 as Vyasees, 85,400 as Sudras, and 27,518 as belonging to other castes. Comparing the above with the latest figures available, it is clear that the Brahmin community enjoyed the privileges of education to even a greater extent than they do at the present moment. Roughly speaking, to every seven caste and non-caste Hindu pupils under instruction at present in schools and colleges one is a Brahmin, although the Brahmin population is only one-twentieth of the native Hindu population; but at the time we are referring to one in every four Hindu pupils under instruction was a Brahmin.

We have unfortunately very little information as regards the quality of instruction imparted in indigen- Nature of Instruction

ous schools. Only one or two Collectors referred t[o the] subject in their reports. The Collector of Bellary Mr. A. D. Campbell, who furnished most valu[able] information on the subject, wrote that the books i[n] use in the Telugu and Canarese schools in the Distric[t] were in verse and in a dialect quite distinct from that of conversation and of business. "The alphabets of the two dialects are the same, and he who reads one, can read, but not understand the other also. The natives therefore read these (to them unintelligible) books, to acquire the power of reading letters in the common dialects of business, but the poetical is quite different from the prose dialect which they speak and write, and though they read these books, it is to the pronunciation of syllables, not the meaning or construction of the words, that they attend. Indeed few teachers can explain, and still fewer scholars understand the purport of the numerous books they thus learn to repeat from memory. Every schoolboy can repeat verbatim a vast number of verses of the meaning of which he knows no more than the parrot which has been taught to utter certain words. Accordingly from studies in which he has spent many a day of laborious, but fruitless toil, the native scholar gains no improvement, except the exercise of memory and the power to read and write on the common business of life. He makes no addition to his stock of useful knowledge and acquires no moral impressions. He has spent his youth in reading syllables not words, and on entering into life he meets with hundreds and thousands of words, of the meaning of which he cannot form even the most distant conjecture; and as to the declension of a noun or the conjugation of a verb he knows no more than of the most abstruse problem in Euclid." The above description may be taken as typical of the instruction

[im]parted in all indigenous schools. The teaching [w]as hardly of any practical value, except that the [pu]pils acquired the first rudiments of arithmetic, [an]d were able to keep accounts in the most mechan[ic]al way possible. The instruction in other subjects, it is needless to add, was of the most rudimentary [n]ature, and, when it dealt with higher subjects, aimed at little more than the cultivation of the memory." Of the instruction in the so-called Colleges it is said:—"For twenty years the students commit to memory *mantra* after *mantra*, *sloka* upon *sloka*, comment after comment, until they are able to superintend every ceremony and perform every rite of the Yajur or Black Veda." The teachers were generally indigent Brahmins, who were selected on account of their influence in the town or village in which the school was situated, without reference to qualifications.*

* Mr. A. D. Campbell, the Collector of Bellary, in his report, also gave some interesting facts relating to the internal working of the indigenous schools in his district. "The education of the Hindu youths generally commences when they are five years old; on reaching this age, the masters and scholars of the school to which the boy is sent, are invited to the house of his parents; the whole are seated in a circle round an image of Ganasee, and the child to be initiated is placed exactly opposite to it. The schoolmaster sitting by his side, after having burnt incense and presented offerings, causes the child to repeat a prayer to Ganasee, entreating wisdom. He then guides the child to write with its finger in rice the mystic names of the deity and is dismissed with a present from the parents according to their ability. The child next morning commences the great work of his education . . . . The internal routine of duty for each day will be found, with very few exceptions and little variation, the same in all the schools. The hour generally for opening school is six o'clock, the first child that enters has the name of Saraswatee, or the goddess of learning, written upon the palm of his hand as a sign of honour; and on the hand of the second a cypher is written, to show that he is worthy neither of praise nor censure; the third scholar receives a gentle stripe; the fourth two; and every succeeding scholar that comes an additional one. This custom, as well as the punishment in native schools, seems of a severe kind. The idle scholar is flogged and often suspended by both hands and a pulley to the roof, or obliged to kneel down and rise incessantly, which is a most painful and fatiguing, but perhaps a healthy mode of punishment." The first business of a child on entering school is to obtain a knowledge of the letters, which he learns by writing them with his fingers on the ground in sand, and not by pronouncing the

...ive measures adopted by T. Munro.

Sir Thomas Munro was convinced of the unsatisfactory nature of education at the time, and he suggested certain active measures to improve the state of things. He proposed in his Minute, dated March 10th, 1826, the establishment of a school at the Presidency for the purpose of training and educating teachers to be employed in Government schools, and suggested that two principal schools should be founded in each Collectorate, one for Hindus, and the other for Muhammadans, and an inferior school eventually in each Tashsildaree. Each Collectorate was estimated to have about fifteen Tahsildarees. Sir T. Munro applied to the Court of Directors for an annual grant of Rs. 50,000 for these schools and pointed out that the expenses incurred by Government "would be amply repaid by the improvement of the country; for the general diffusion of knowledge is inseparably followed by more orderly habits, by increasing industry, by a taste for the comforts of life, by exertion to acquire them and by a growing prosperity of the

dexterous in writing with his finger in sand, he has the privilege of writing either with an iron style on cadjan leaves, or with a reed on paper. Having acquired a thorough knowledge of the letters, the scholar next learns to write the compounds, or the manner of embodying the symbols of the vowels in the consonants and the formation of syllabus, &c., then the names of men, villages, animals, &c., and lastly arithmetical signs. He then commits to memory an addition table and counts from one to one hundred; he afterwards writes easy sums in addition and subtraction of money, multiplication and the reduction of money, measure, &c. Here great pains are taken with the scholar in teaching him the fractions of an integer which descend, not by tens as in our decimal fractions, but by fours, and are carried to a great extent. In order that these fractions together with the arithmetical tables in addition, multiplication, and the three fold measures of capacity, weight, may be rendered quite familiar to the minds of the scholars, they are made to stand up twice a day in rows, and repeat the whole after one of the monitors. The other parts of native education consist in deciphering various kinds of handwriting in public, and other letters which the schoolmaster collects from different source, writing common letters, drawing up forms of agreement, reading fables and legendary tables, and committing various kinds of poetry to memory, chiefly with a view to attain distinctness and clearness of pronunciation, together with readiness and correctness in reading any

people." He attributed the backward state of education to the absence of any sufficient encouragement given to educated men, and to the poverty of the people. It is note-worthy that the general impoverishment of the country came frequently to the notice of the authorities in those days. One of the Collectors, in his report, ascribes the poverty to the following causes :—"The masses of the manufacturing classes have been of late years greatly diminished by the introduction of our own European manufactures in lieu of the Indian cotton fabrics. The removal of many of our troops from our own territories to the distant frontiers of our newly subsidized allies has also, of late years, affected the demand for grain; the transfer of the capital of the country from the native Government and their officers, who liberally expend it in India to Europeans, restricted by law from employing it even temporarily in India, and daily draining it from the land, has likewise tended to this effect. The general part of the middling and lower classes are now unable to defray the expenses incident upon the education of their offspring, while their necessities require the assistance of their children as soon as their tender limbs are capable of the smallest labour."

A Committee of Public Instruction (which was afterwards amalgamated with the College Board,* and was termed the Board of Public Instruction) was organized to carry out Sir T. Munro's scheme. The functions of the Board were to inform themselves fully of the state of education, to concert measures to improve education, and to direct and superintend public education. The first step taken by the Committee was to organize a school at Madras for the training of teachers. This institution supplied afterwards the

Board of Public Instruction.

* The College Board had for its chief object the instruction and examination of Junior Civil Servants in the Oriental and Vernacular languages.

basis of the Madras High School and ultimately developed into the Presidency College. In this Central Institution, which was under an English Headmaster, assisted by Pundits, who were connected with the College Board, arrangements were made for training and educating forty students as teachers, these candidates being procured from the Districts in which they were expected to serve. Each student was assigned a stipend of Rupees fifteen per mensem. The selection of the students was left to the inhabitants of principal towns in each district. The Committee considered it important that the Collectorate schools should be first supplied with teachers, and hence did not entertain the plan of training teachers for the Tahsildaree schools. Arrangements were made for teaching the Hindu students in the vernacular languages of the districts to which they belonged, while Muhammadans were taught Hindustani, Persian and Arabic. Provision was also made for the instruction of all the students "in the English language and in the elements of the European Literature and Science." The Board in all their communications to Government laid the greatest stress on securing the sympathy and co-operation of the people and were reluctant to bring forward any measures "at variance with the customs and prejudices of the people." In accordance with this policy the schools that were established were entirely under native superintendence. About 100 Tahsildaree and Collectorate Schools were eventually established. The study of English was confined only to the central Collectorate schools, and was of an elementary nature. In all the rest the instruction imparted was purely vernacular.

Despatch of 1828.

The Court of Directors fully approved of the en[...] set on foot by Sir T. Munro and the measures proposed and partially carried out by him, thoug[h] the[...]

regretted that the inquiry failed to elicit correct information as to the quality of instruction given in indigenous schools, the character of the books used in them, and "whether any desire exists among any portion of the natives for better instruction than what their own rude institutions of education afford, and how far they are disposed, or by what means they might easily be induced, to avail themselves of better schools, if any such should be established." The Court also clearly pointed out that the success of the Schools established depended wholly on the employment of qualified teachers and on securing for the schools efficient and vigilant supervision. "A general superintendence," observed the Honourable Court, "may be exercised at all times by the Collectors; but periodical examinations, conducted either by the local officers or by persons sent from the Presidency, would be the most effectual means of compelling the masters to do their duty, and of encouraging the pupils by opportunities of distinguishing themselves and of attracting the notice of Government."

Failure of Tahsilda[ree] and Coll[ector]ate scho[ols].

Unfortunately these precautions were not heeded by the Board of Public Instruction, so strongly were they in favour of the non-interference policy. The consequence was rather disastrous, for in 1832 when a census of the Tahsildaree schools was taken, it was found that each school had not more than an average of 33 scholars, and the Board were compelled to admit that there was something radically wrong in the system on which the schools were conducted. The Board remarked:—"Either the teacher is not duly qualified for the office, or he is careless in the discharge of the duty belonging to it." But they had no hesitation in admitting that the schools had suffered owing to the lack of efficient supervision. A resolution was passed by Government calling upon the Collectors to exercise a

more effectual supervision over the schools in their several Collectorates. But this resolution was ineffectual as the Collectors found it impossible to attend to schools in the midst of other and more pressing avocations of their office. Not only the Tahsildaree but the Collectorate schools proved a failure. The benefit derived from the schools was scarcely commensurate with the expense incurred. Just as the selection of the Tahsildaree teachers was left to the people themselves, the selection of the Collectorate teachers was left to the Collectors, the object of the Board being to secure for these schools men with local influence, who were able to secure the confidence of the native public. The consequence was that men were selected for the post who had no special qualifications. The Board also saw the folly of leaving the selection of teachers for training at the Central Institution in the hands of the native public. The men selected were inferior in every respect, and in 1832 the Board reported that none of the students that had entered since 1828 possessed the requisite qualification. Most of them on entering "were ignorant even of the character of their own native tongue and the greater number of them had arrived at too advanced an age." The class of Collectorate students, therefore, proved a most signal failure, while even as regards the extension of elementary education the Central School in Madras did not effect much.

tch of In December 1830 the Court of Directors sent a very important Despatch to the Madras Government bringing to the notice of the latter the importance of providing for education of a higher order. In the Despatch the Court expressed their dissatisfaction at the measures adopted which had for their object only the extension of elementary education in the vernaculars and urged the necessity for promoting higher

education. The enlightened policy of the Court is noteworthy. "The improvements in education," they observed, "which most effectually contribute to elevate the moral and intellectual condition of a people, are those which concern the education of the higher classes; of persons possessing leisure and influence over the minds of their countrymen. By raising the standard of instruction among these classes you would eventually produce a much greater and more beneficial change in the ideas and feelings of the community, than you can hope to produce by actually directing on the more numerous class." It must not be understood from this that the Court discouraged the education of the masses; what they wanted was to place within the reach of the higher class of natives the highest instruction in the English language and in European literature and science, so as not only to improve the intellectual and moral condition of the people, but also to train a body of natives, qualified by their habits and acquirements, to take a larger share and occupy higher situations in the civil administration of the country. The Supreme Government had already adopted measures to effect this object in the sister Presidency of Bengal, and those measures had been attended with a great deal of success. The specific proposals made by the Court were to widen the scope of the Central School so as to provide higher instruction in the English language and European science, and eventually to establish English schools in the chief centres of the Presidency. Though strongly recommending the promotion of higher education, the Court at the same time were fully alive to the impossibility of diffusing education among the masses through any other medium than that of the vernacular languages.*

* The following is an extract from a Despatch which was addressed to the Bengal Government on the same date on which they ad-

Steps taken by the Board of Public Instruction.

The recommendations of the Court do not appear to have met with much favour at the hands of either the Local Government or of the Board of Public Instruction. The difficulty of securing competent men was put forward as a serious hindrance to the adoption of the measures of the Honorable Court, and difficulties were also anticipated from the apathy of the natives and from their unwillingness to pursue their studies after having attained such an amount of knowledge as might qualify them for public employment. It was at the same time admitted that the desire of learning English had become very prevalent among all classes of the community. Few years elapsed before any definite measures were adopted, and it was only in 1834, when the attention of the Board was again directed by the Home authorities to the subject, that steps were taken to give effect to the Despatch of 1828. The Board now drew up an elaborate scheme. It was proposed (1) to remodel the Central School at the

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dressed the Madras Government:—"While we thus approve and sanction the measures which you propose for diffusing a knowledge of the English language and the study of European science through its medium, we must at the same time put you on your guard against a disposition, of which we perceive some traces in the General Committee, and still more in the local Committee of Delhi, to underrate the importance of what may be done to spread useful knowledge among the natives through the medium of books and oral instruction in their own languages. That more complete education, which is to commence by a thorough study of the English language, can be placed within the range of a very small proportion of the natives of India; but intelligent natives who have been thus educated, may, as teachers in Colleges and Schools, or as the writers and translators of useful books, contribute in an eminent degree to the more general extension among their countrymen of a portion of the acquirements which they have themselves gained, and may communicate in some degree to the native literature and to the minds of the native community that improved spirit which, it is to be hoped, they will themselves have imbibed from the influence of European ideas and sentiments. You should cause it to be generally known, that every qualified native who will zealously devote himself to this task will be held in high honor by you; that every assistance and encouragement pecuniary or otherwise, which the case may require, will be liberally afforded; and that no service which it is in the power of a native to render to the British Government, will be more highly acceptable."

Presidency as a regular Normal Institution and place it under an English master; (2) to open a second English school at the Presidency under an English master; (3) to increase the number of Tahsildaree schools; (4) to introduce an improved series of class books; (5) to establish a provincial Board, consisting of European officials and native gentlemen, to supervise education in each district. The scheme, however, did not answer the chief object the Court of Directors had in view, inasmuch as it did not provide for the instruction of candidates in the higher branches of European literature and science, with a view chiefly to fit them for employment in the various departments of the public service.

The views of the Supreme Government on Education in General.

The scheme of the Board was referred by the Government of Madras to the Government of Bengal for the opinion of the General Committee of Public Instruction in that Presidency. When the scheme was under reference the Government of India had under consideration a very important question affecting the educational policy throughout India. Previous to 1835 the course of instruction followed in the principal institutions in Bengal was entirely oriental.* The principle acted on was that of encouraging Native literature and science and engrafting on them such improvements and such an amount of useful knowledge as could be introduced consistently with "the necessity of consulting the feelings and conciliating the confidence of those, for whose advantage the measures

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*When Bishop Heber visited the Government College at Benares, he found a Professor lecturing on Astronomy after the system of Ptolemy and Albunazar, and the majority of the scholars engaged in the study of Sanskrit Grammar, and on enquiry was informed that it had frequently been proposed to introduce an English Mathematical class, and to teach the Newtonian and Copernican system of Astronomy, but that the project had been abandoned" partly on the plea that it would draw the boys off from their Sanskrit studies, and partly lest it should interfere with the religious prejudices of the Professors."

of Government were designed." The educational funds were devoted chiefly to the support of oriental colleges, to the payment of stipends to the pupils who attended, to the publication of oriental works, both original and translations. The General Committee of Public Instruction in Calcutta were divided in their opinion as to the character of the instruction that should be imparted in the Government schools and colleges—whether it should be oriental or European, and the resolution of Lord William Bentinck of the 7th March 1835 finally set at rest the question in favour of the latter system. This is how the resolution runs:—"His Lordship in Council is of opinion that the great object of the British Government ought to be the promotion of European literature and science among the natives of India and that all the funds appropriated for the purposes of education would be best employed on English education alone."

Macaulay's Minute.

It can hardly be doubted that the decision arrived at by Lord Bentinck was entirely due to the famous Minute of Macaulay, which marks an era in the history of English education in India.* In this Minute, Macaulay, in his characteristic way, deals with every one of the arguments advanced by the advocates of the oriental mode of instruction. One of the chief arguments of the opposite side was that, under the Charter of 1813, the public faith was pledged to the prevalent system, and that a sum was set apart under the Charter, "for the revival and promotion of literature and encouragement of the learned natives of India, and for the introduction and promotion of a knowledge of the sciences among the inhabitants of the British territories." Macaulay replied:—

"It is argued, or rather, taken for granted, that by literature the Parliament can have meant only Arabic and Sanskrit literature,

* Vide Appendix A.

that they never would have given the honourable appellation of "a learned native" to a native who was familiar with the poetry of Milton, the Metaphysics of Locke, and the Physics of Newton; but that they meant to designate by that name only such persons as might have studied in the sacred books of the Hindus all the uses of cusa grass, and all the mysteries of absorption into the Deity. This does not appear to be a very satisfactory interpretation."

But even supposing that the grant of a lac of rupees was set apart for the encouragement of the study of Arabic and Sanskrit, should the grant be continued for the same purpose, those languages having become useless? "We found a sanitarium on a spot which we suppose to be healthy. Do we pledge ourselves to keep a sanitarium there if the result should not answer our expectation? We commence the erection of a pier. Is it a violation of the public faith to stop the works, if we afterwards see reason to believe that the building will be useless?" As for the argument regarding the importance of the study of Arabic and Sanskrit Literature, Macaulay writes:—

"I have no knowledge of either Sanskrit or Arabic. But I have done what I could to form a correct estimate of their value. I have read translations of the most celebrated Arabic and Sanskrit works. I have conversed, both here and at home, with men distinguished by their proficiency in the Eastern tongues. I am quite ready to take the oriental learning at the valuation of the Orientalists themselves. I have never found one among them who could deny that a single shelf of a good European library was worth the whole native literature of India and Arabia. The intrinsic superiority of the Western literature is, indeed, fully admitted by those members of the Committee who support the oriental plan of education."

Macaulay summed up in conclusion:—

"I think it clear that we are not fettered by the Act of Parliament of 1813; that we are not fettered by any pledge expressed or implied, that we are free to employ our funds as we choose; that we ought to employ them in teaching what is better worth knowing than Sanskrit or Arabic; that the natives are desirous to be taught English, and are not desirous to be taught Sanskrit or Arabic; that neither Sanscrit nor Arabic has any peculiar claim to our engagement; that it is possible to make natives of this country thoroughly good English scholars, and that to this end our effort ought to be directed."

[Su]ggestions [of t]he Gov[ern]ment of [Ind]ia.

Though Macaulay's Minute had direct reference to education in Bengal, still it was not without its effects on education in Madras as well. The Madras Government was advised by the Government of India to expend Government funds almost exclusively on English education, and chiefly on higher English education. The Government of India at the same time did not discourage the cultivation of the vernacular languages. The masses they considered should be educated through the medium of the vernacular dialects. As regards the scheme of the Madras Board, which was referred to the Committee of Public Instruction at Calcutta, it was disapproved of generally by the latter and also by the Government of India. They considered the Tahsildaree and Collectorate schools in which rudimentary instruction in English was superadded to tuition in the vernacular dialects as nothing better than the existing village schools—a class of schools with which the Government, it was thought, should not have interfered. One of the main features of the Madras scheme, *viz.*, that of improving and encouraging by Government supervision and rewards the indigenous village schools was entirely misunderstood by the Supreme Government and was interpreted as a "tendency to repress the humble but voluntarily supported seminaries of the villages." The Calcutta Council doubted also the propriety of opening two English seminaries in Madras: one a Normal school for training teachers, and the other a distinct English school for general pupils. They proposed, instead, a single English College at the Presidency, at an annual cost of Rs. 30,000, and ten Provincial Colleges at a total annual cost of Rs. 50,000. As it was found, however, that the Madras Government was unable to meet such a large outlay, it was proposed that the aid given to Tahsildaree and Collectorate schools should be withdrawn,

and that the Madras Board should concentrate all their available funds in the establishment of an "English College at the Presidency, either distinct from the Central school, or in connection with that institution," and that any surplus fund that might remain should be employed in providing competent English instructors in schools that might be established at the principal stations in the interior in communication with the Board of Public Instruction.

Committee of Native Education.

On the receipt of the Bengal Despatch in 1835, it was resolved to abolish the Tahsildaree and Collectorate schools, and to entrust the affairs of education to a new Board to be designated the Committee of Native Education. The Committee consisted of five members, with a Member of Council as President; the members being one of the Presbyterian Presidency Chaplains, the Mahratta Translator to Government, the Deputy Judge Advocate of the Presidency Division, the Honorable Company's Astronomer and the Honorable Company's Solicitor. In their instructions to the Committee, the Government made no mention of the English College proposed by the Government of India, nor of the necessity for providing the means of instruction at the Presidency in the higher branches of education, and the Committee was called upon only to recommend measures for the establishment of a Normal school at Madras for the training of teachers. The Committee made some elaborate proposals. Of these the most important were (1) the establishment of four English schools in the suburbs of Madras; (2) the establishment of a Normal class for training teachers in connection with the best school at the Presidency, whether a Government school or otherwise; (3) the establishment of a College, as soon as the materials for such an institution were to be procured; (4) the award of premiums to the teachers of the best con-

ducted schools. The only part of the plan which they recommended for immediate adoption was the first, viz., to start four elementary schools. The establishment of either a Normal class or a College the Committee considered was premature, owing to the fact that "there were probably not a dozen natives who were capable of profiting by a College education, or to express it more definitely, who were capable of writing half-a-dozen sentences of idiomatic English on a given subject, or of reading a page of Milton with intelligence." It was proposed that each of the four elementary schools should have a European Head Master, with a salary of Rs. 130, Rs. 20 for house-rent and half the school fees, and a Native Assistant on a salary of Rs. 50, and that from each pupil a fee should be exacted of half a rupee per mensem, "to ensure regularity of attendance and keep up an idea of the value of education and to leave room for competition on the part of enterprising native teachers."

Lord Elphinstone's scheme.

The proposals of the Committee of Native Education did not receive any serious attention from Government and there was almost a complete suspension of educational measures until December 1839, when Lord Elphinstone succeeded as Governor. Just about this time the Government of India, presided over by Lord Auckland, had under consideration a scheme for the elementary instruction of the masses. The decision of Lord Auckland is worthy of note as it was in accordance with the downward filtration theory, which governed for a long time the policy of all the local Governments. Lord Auckland thought that the period had not arrived when the Government could join in attempts at instruction of the masses with reasonable hope of practical good. He considered that a scheme of general instruction could be perfect only as it comprehended a regular progressive provision for

higher tuition among the upper and middle classes. "There cannot," he wrote, "be a doubt of the justice of the opinion expressed by the Court of Directors that by raising the standard of instruction among these classes, we could eventually produce a much greater and more beneficial change in the ideas and feelings of the community, than we can hope to produce by acting directly on the more numerous class. It is not to be implied from this, that in my view elementary education for the mass of the people is a thing necessarily to be neglected or postponed for an indefinite period, but it will have been seen that the hope of acting immediately and powerfully on the mass of the poor peasantry in India is certainly far from being strong with me; and the practical question, therefore, to which I would endeavour before all others to give my attention is the mode in which we may hope to communicate a *higher* education with the greatest prospect of success." Referring to the Madras Presidency Lord Auckland said—"The Madras Presidency is remarkable in India as being that in which a knowledge of the mere English language is most diffused, among all who are attached in public or private capacities to European Officers; but comparatively little appears in any reports before me to have been done in order to make such a knowledge conducive to moral and intellectual advancement." Lord Elphinstone himself was a great advocate of higher education on Western lines. He entirely set aside the recommendations of the Committee for Native Education, as not being in accordance with the views of the Supreme Government, and elaborated a scheme of his own which has had a considerable influence on educational progress in this Presidency. The most important part of his scheme was his plan for the establishment of a central Collegiate Institution or University

which was to be under a President and fourteen governors of whom seven were to be natives; one of the main features of the plan being that "it should principally depend upon the co-operation of the superior classes of the Native community and should be maintained but in a partial degree from the Government funds." The 'university' was to be divided into two departments, on the plan followed in the Scotch Universities,—a High School for the cultivation of English literature and the vernacular languages and the elementary departments of philosophy and science, and a College for the higher branches of literature, philosophy and science. Lord Elphinstone's scheme involved the dissolution of the Native Education Committee and the abolition of the Central School at the College. The scheme was proposed in 1839 and in the course of the following year all the preliminary measures for the establishment of the High School department of the university were carried out. For the promotion of education in the interior Lord Elphinstone proposed the formation at some of the principal towns of superior schools, which might be eventually raised into colleges, each college becoming in time the centre of a circle of Zillah schools. The Provincial and Zillah schools were to be connected with the Madras University by the establishment of fellowships in the latter institution, to be competed for by the most advanced students of the Provincial schools. In these schools the English language was to be the medium of instruction, and an acquaintance with it an indispensable qualification for admission, subject to such relaxation at the outset as might be requisite. He accordingly recommended the establishment of four schools in the first instance at Trichinopoly, Masulipatam, Bellary and Calicut for the benefit of the Tamil, Telugu, Canarese and Malayalam Districts respectively.

The scheme for the formation of a University Board was fully approved by Government and in January 1840, the first Board was constituted with Mr. George Norton, the Advocate-General, a gentleman who had taken considerable interest in Native Education, as the first President. At the very outset the Board were asked to elaborate proposals for a central Collegiate Institution or University; they were also requested to frame a scheme of education for the whole Presidency. The Court of Directors regarded Lord Elphinstone's proposals regarding the Provincial schools as wanting in definiteness and they moreover did not approve of the Vernacular being neglected in these schools. "We entertain no doubt," remarked the Court of Directors, "of the desirableness of giving superior instruction in one or more of the native languages in use in the Madras Presidency concurrently with English, and we therefore direct that such instruction be adequately provided for in any plan for the establishment of the proposed seminaries." With reference to the scheme for the establishment of Provincial schools which was referred to the Board, the President drew up a plan for the establishment of a school at each of the stations named by his Lordship to be placed under the supervision of a Collegiate Board, consisting of the principal European and Native gentlemen at the station. Each Collegiate Board was to ascertain in the first instance what number of scholars were ready to enter the proposed school, and on the number of twenty being obtained, a Collegiate High School was to be formed, the Provincial Board applying to the University Board for masters and tutors. Mr. Norton dwelt fully on the difficulty of supervising efficiently these schools and urged the appointment of paid inspectors and the organization of a separate department of Government under a distinct Secretary for directing the entire

The University Board.

system of Government education. In July 1842 Government issued orders for the establishment of the four schools proposed. The University Board in issuing the circulars to the local Boards laid great stress on the principle of demanding fees and strongly opposed eleemosynary education. At the request of three of the Boards the fee proposed of Rs. 2 per mensem was reduced. It was also pointed out to one of the Boards that the projected schools should not be thrown open to all the classes, as it was the principle of the Court of Directors that the education of the higher classes should be first considered. In regard to the difficulties apprehended on the subject of caste, it was thought desirable not to be prematurely vigorous in enforcing even right principles of action; but that at the same time it should be explained to the natives of the district that every care was already taken at the central institution at Madras "to protect all classes from any possibility of real violation," and that it was not only unreasonable, but was impossible, to keep up any school in which the pupils were not to receive instruction in common. There was some difficulty at first about meeting the cost of these schools from the educational grant of Rs. 50,000 as other schemes were also under contemplation, one of them being the formation in the University of Collegiate classes in Medicine and Civil Engineering; but on the Board pointing out the importance of the Provincial schools, other measures were suspended rather than delay opening these schools. There remained, of course, the difficulty of securing competent men as Head Masters. A long and tedious correspondence took place on the subject between the Court of Directors and the Government, and between the Government and the University Board as to the amount of salary to be paid, and whether the teachers should be imported from England,

and in a Despatch from the Court of Directors, dated 28th August 1844, it was decided that the proposal to form Provincial schools should not be given effect to until competent teachers could be procured at Madras. The Honorable Court wrote:—"Masters from England or even from Bengal, unacquainted with the manners of the natives of the Peninsula, cannot, with benefit, be sent amongst them in situations where they have everything to learn and, where, it appears from the letter of the Government of the University school, they cannot depend upon any effective aid or support from the local authorities. This circumstance confirms us in the impression that the plan of the Committee in regard to these schools was premature." The functions of the University Board, as regards the establishment of Provincial schools, having been thus suspended, were shortly afterwards transferred by the Government to a new Educational Board, which was constituted under date the 28th June 1845, under the designation of the Council of Education.

The Madras University.

The University Board, during the short time it was in existence, did however good work in connection with the "Madras University." The opening of the Madras University, the outcome of Lord Elphinstone's scheme, took place on Wednesday morning, the 14th April 1841, at the College Hall. His Lordship the Governor presided and there were present besides His Highness the Nawab of the Carnatic and suite, the Members of Council and the President and Governors of the institution, and a very large number of influential native gentlemen. Mr. Norton, as President of the Board, delivered an address in which he explained fully the scheme of the institution, the steps that had been already taken to give practical effect to it, and the way it was likely to benefit the native community. The following extract

from Mr. Norton's speech explains clearly the main features of the institution :—

"Its chief distinguishing features are that it calls forth and mainly depends upon the co-operation of the superior classes of the native community, that it is to be maintained, but in a partial degree from the Government Funds, and not at all from the charitable contributions of the public, that it is directed to the supply of a thorough measure of education in the higher and most useful departments of Science and Literature, and that, therefore, although it excludes no class or quality of the people, yet it obviously concerns most that order of the native public who have the means and leisure to profit by such instruction. The great practical results looked for are—the supply of a due proportion of our native fellow-subjects to serve their country in all the offices of the State, the capacitating them to attain a just share in the administration of its affairs, the qualification of others to engage in the most liberal departments of active life, and the cultivation of those faculties in others which may render them ornaments or benefactors to their native land."

In his reply Lord Elphinstone dwelt upon the advantages of a liberal European education to the natives: "Parliament may direct a sum to be annually set apart for educational purposes; Governments may establish schools and colleges, and may do what they can to encourage the resort of youths to these institutions, but if the people of this country are unconvinced of the importance of education in the true sense of the word, not mere elementary instruction, but that mental training and culture which leads to higher attainments, it is vain to place those advantages within their reach —it is idle to declare their political equality—worse than idle to advocate their participation in political power." Lord Elphinstone also dwelt on the need for a wide diffusion of Medical and Engineering sciences, subjects to which allusion had been made in Mr. Norton's speech. It would be seen, therefore, from the extracts from the speeches of Mr. Norton and Lord Elphinstone given above that the promoters of the scheme were guided by the principle that the

intellectual cultivation of the superior classes was of far greater importance than the education of the masses, or to use Mr. Norton's figure they believed that "the light must touch the mountain tops, before it can pierce to the levels and depths."

The scheme for the establishment of a University consisted, as has already been said, of two departments, namely, a High School and a Collegiate Department. Of these two departments only the former could be established at first. Mr. E. B. Powell, a Wrangler of the University of Cambridge, was appointed to the Headmastership of the High School. With the exception of the Rev. John Anderson, the Founder of the Free Church Mission Institute, who arrived in Madras in 1837, and to whose work reference will be made later on, no one, perhaps, has done so much for higher education as Eyre Burton Powell. Higher English education owed its initiation and consolidation to these two men. They were the pioneers who cleared the ground as well as the builders who laid solid foundations.

The High School Department of the University.

Previous to the formal opening of the High School, a Preparatory School had been opened to prepare students for admission into the High School. The latter commenced with 67 scholars. The scheme of studies included Grammar, History, Geography, Composition, Prose, Mental Philosophy, Mathematics, as far as Spherical Trigonometry, and the principles of Mechanics, Natural Philosophy, and the Vernacular languages. The majority of the scholars admitted at the opening were qualified only for the lowest classes, but the progress of some of them was very rapid and in the course of a few years several had entered upon the subjects originally prescribed for the Collegiate course. The number of students that took advantage of the institution was

however limited, and great difficulty was experienced in persuading the scholars to enter the higher classes. Out of 148 scholars that were admitted in the course of the first year, 48 left it during that period, and during the following ten years the number on the lists never exceeded 182. One of the reasons assigned for the paucity of pupils was the rate of fees charged, *viz.*, Rs. 4 per mensem for each scholar, which was considered too high a rate. There was, however, considerable difference of opinion on this point among the Members of the Board. On the one hand it was argued that the rate of fee demanded curtailed the usefulness of the institution in limiting the number of scholars, and on the other that any reduction in fees would result in the ingress of a large number of the lower classes, who would be satisfied with a mere elementary instruction such as would fit them for inferior situations under Government. The latter was the opinion of Mr. Norton, the President. Eighteen months after the formation of the High School, Lord Elphinstone left Madras. He had, previous to his departure, sanctioned the adoption of certain plans for the extension of the University Board, *viz.*, the formation of four Provincial schools, the establishment of educational test examinations, and the opening of Collegiate classes in Medicine and Civil Engineering in the University. The last proposal was the subject of a great deal of correspondence. The Marquis of Tweeddale, who succeeded Lord Elphinstone, referred the whole matter for the consideration of the Court of Directors, because the carrying out of the proposals involved an expenditure considerably in excess of the annual grant of Rs. 50,000. The entire suspension of the scheme was viewed by the Board as indicating a lack of interest in the University on the part of Government, and, as early as in 1842, in a letter urging the impolicy of delay in the establishment of the Provin-

cial schools, the University Board represented that if through any delay in carrying out the proposed measures, the native community "should be led (though erroneously) to surmise that Government is no longer favourable to their adoption, they could not but anticipate in the withdrawal of their confidence, results most disastrous to the cause of native education under this Presidency." In the course of a few months, the withdrawal of the senior pupils and a decrease in the number of scholars induced the Board again to address Government on the subject with a view to the adoption of measures calculated to revive the confidence of the native community in the stability of the institution. The Members of the Government differed as to the causes of the comparative ill-success of the High School. The Marquis of Tweeddale considered that it was premature to establish College classes before a sound practical system of education was established and appreciated by the native community, and he attributed the small success of the institution in attracting scholars, partly to the apathy of the native community and partly to the existence of other schools at the Presidency. He also observed that when the University was established the natives were expected to support it by sending their children to it and by pecuniary contributions and that in both these expectations the Government had been disappointed. One member concurred with the University Board in ascribing the depressed condition of the High School to the delay which had taken place in sanctioning the various measures that had been proposed and another agreed with the Marquis of Tweeddale in thinking that the "native community had not supported the University to the extent which the Government had been led to expect." In a Despatch, dated the 18th October 1843, the Court of Directors pronounced the proposals of

the University Board to be premature. "We think," said they, "that any proposals to establish Medical or Civil Engineering Colleges at this moment are unwarranted by the state of preparation in the native community, and that it will be quite time enough when, from amongst some hundreds of native young men, familiar with the use of the English language, and with various important branches of general knowledge, classes can be formed for the cultivation of professional and practical knowledge." The question of the slow progress of the High School was also dealt with by the Court of Directors, but the Board adhered to the opinion that it was attributable to the impression that the Government were unfavourable to the institution. Whilst this discussion was going on there was some misunderstanding between the Government and the Board. The Government objected to the wording of the Third Annual Report and the Fifth Annual Report was also objected to. These discussions, coupled with the fact that the Government had transferred to the Council of Education a considerable portion of the duties originally entrusted to the Board, served to confirm the impression previously entertained that the proceedings of the latter body were viewed with disfavour by the Government, and the Board were unanimous in attributing in some measure to the impression thus produced the indisposition evinced by a large body of the natives to take advantage of the Government Institution. In 1847, however, a Despatch was received from the Court of Directors in which orders were received for the dissolution of the Council and for the amalgamation of some of its members with the University Board. The Council of Education was accordingly abolished and its records transferred to the University Board. This was about the close of Lord Tweeddale's term of administration.

The Council of Education which only lasted for two years (1845—1847) did not do any practical work. The primary object of the appointment of this new Board was to organize and superintend certain public examinations of candidates for appointments in the public service and pecuniary rewards, a certain number of which was offered annually for public competition. The Council, seeing that the advantages of such examinations were only confined to the Presidency, suggested the establishment of nine Provincial schools, which, like those proposed by the Board, were to be placed under Local Committees. The course of instruction was confined to a sound knowledge of English and of one of the Vernacular languages, Arithmetic and the elements of Geography and History. The expenses of each of these schools was estimated at from Rupees 700 to 800 per mensem, the salaries being calculated from Rs. 100 to 400 per mensem. An interesting discussion arose as to the desirability of including instruction in the Bible in the English course. Pending the decision of the Court, regarding the introduction of the Bible, no steps were taken for the establishment of the schools, though the scheme proposed by the Council was approved of.

The Council of Education.

The Marquis of Tweeddale drew up a very important minute on the subject of moral and religious instruction when the question of the introduction of the Bible in the proposed Provincial schools, as an optional subject, was under discussion. The following are extracts from the minute, dated 24th August 1846 (Ootacamund) .—

The Marquis of Tweeddale on moral and religious instruction.

"In considering the important question of imparting education to the inhabitants of a country, the great object with a Government must always be to improve the moral character of the subjects over whom it rules; whilst at the same time it offered facilities for the cultivation of their minds. And those who have been engaged in the spread of education on these principles, must have witnessed

the elevation of mind and character which attends such a combination of instruction. The value of religious and practical education, to fit our own countrymen for the various duties of life, has been established beyond all doubts, and the increasing exertion which is now making to rescue those living in the dark recesses of our great cities at home, from the state of degradation consequent on their vicious and depraved habits,—the offspring of ignorance and sensual indulgence, is the most convincing evidence of the importance attached to the moral character of all classes. I should infer that the ignorance and degradation of a great bulk of the inhabitants of this country requires a remedy as active, to be applied by a process as simple, in order to elevate them in the scale of human beings, as that needed by our unfortunate countrymen. . . . . The reports and complaints so constantly made to Government against the integrity of the native servants, are sufficient evidence that something is wanting to insure a faithful service from them. There is no doubt that they entertain the greatest respect and confidence in the word and integrity of an Englishman, they admire his character, his probity, and his sense of justice, they acknowledge his superiority over themselves, and they are grateful for the protection their property and person receive at their hands. The question naturally arises amongst the natives, and it must be as evident to them as it is to ourselves, that some superior agency is at work, which produces all the good qualities which they may try to imitate, but which few can acquire . . . . I have no wish, as I believe it is not my duty, to encourage the conversion of the natives by the influence of Government. At the same time I can see no sufficient reason for objecting to the Bible being made a class book in her public schools. It is the only means I know of giving to the natives a practical knowledge of the sources from whence are all those high qualities which they admire so much in the character of those whom Providence has placed to rule over them; and I am satisfied that the object sought by the Government in the general extension of education, the raising up a body of upright as well as intelligent native servants, can only be fully attained, by combining general knowledge with sound moral instruction . . . . . . I would therefore adopt the rule proposed by the Council, which recognizes the Bible as a class book in the Government schools—but at the same time leaves it free to the native student to read it or not, as the conscience may dictate or his parent may desire."

The Court of Directors, however, vetoed the proposal. "We cannot," they said, "consider it either expedient or prudent to introduce any branch of study

which can in any way interfere with the religious feelings and opinions of the people. All such tendency has been carefully avoided at both the other Presidencies where native education has been successfully prosecuted. We direct you therefore to refrain from any departure from the practice hitherto observed."

Education under Sir Henry Pottinger's administration.

Sir Henry Pottinger succeeded the Marquis of Tweeddale in April 1848 and his attention was immediately drawn to the state of education in this Presidency. The number of scholars at the High School had gradually risen, and at the time of Sir Henry Pottinger's arrival it numbered one hundred and seventy. Sir Henry considered that the High School itself was utterly insufficient to meet the educational wants of the population. It must not be forgotten here that the University Board had carried out in the senior class of the High School a course of instruction in the higher departments of literature and science. Though in the opinion of the Council of Education the attainments of the High School students were pronounced superficial, still judging from the answers of the students that were published along with the report of the Board, there is not the slightest doubt that some of the students had attained to a high degree of proficiency in the departments of science and literature. In 1851 Sir H. Pottinger proposed a scheme which provided for the establishment of a Council of Education, the establishment of a Normal School in connection with the University, and of eight Provincial Schools at some of the principal stations in the mofussil, and the adoption of a system of grants-in-aid of the subscriptions raised by the inhabitants of populous villages, for the purpose of providing them with schoolmasters, and assisting in the erection of school buildings. He attributed the comparative failure of the High School entirely to the

apathy of the native community, and it was principally on this ground that he proposed the formation of the Council. For the Provincial schools he advocated a lower standard of instruction than was originally proposed. "In these institutions," he observed, "useful knowledge and a moderate scale of general education should only be aimed at, without entering on the higher grades of learning or science, or introducing as a necessary ingredient the acquirement of refined literature." No change was to be made in the plan of the University of which the Collegiate Department was to be brought into operation whenever the advancement of the scholars might be considered to justify it. The other members of Government did not quite fall in with the views of Sir H. Pottinger. Mr. Thomas one of the members emphasized the importance of vernacular education and was opposed to higher education. He drew up an able minute on the subject of education in which he touched upon several important points.* Mr. Elliot, the other member, concurred with Sir Henry Pottinger in the expediency of maintaining the plan of the University and of eventually establishing a collegiate department.

Reorganization of the University Board.

Sir Henry Pottinger's scheme gave rise to a lengthy discussion among the Members of Council, but it was not till April 1852 that any effect was given to his proposals. He abandoned his plan of appointing a Council of Education and confined himself to reorganizing the University Board, which had become reduced to four members including the President. Thirteen new members were appointed, and Government informed the new Board that their attention was to be directed to the general question of education, as well as to the improvement of the institution immediately under their charge. The new Board entered upon

* Vide Appendix B.

their duties on the 2nd July 1852 and laid before Government a Minute, stating their views as to the measures which should be immediately commenced. The main points noticed by them were the establishment of public examinations for granting certificates of educational attainments ; the organization of High Schools and Primary Schools in the Provinces, and of Normal classes at the Presidency both English and Vernacular, also the appointment of public examiners and of one or more Inspectors of Schools. The cost of the measures was estimated at about one lac and fifty thousand rupees per annum. In regard to the proposed Normal classes there was considerable difference of opinion among the members of the Board. The President, Mr. Norton, was opposed to their establishment chiefly on the ground that they were premature. The Government agreed with the majority of the Board as to the expediency of immediately establishing the proposed Normal classes, and ordered them to be carried out. The Government, however, considered the estimates of expenditure to be excessive and they ordered the Board to submit a revised plan and estimate. The revised scheme provided for the establishment of a Primary School and of a Collegiate Department in the Madras University in addition to the High School ; the formation of Normal classes both English and Vernacular, for the purpose of training teachers ; the appointment of paid public examiners to conduct annual examinations of candidates for Government rewards, and the introduction of the Grant-in-aid system to a limited extent. The establishment of a well-conducted elementary school as a feeder to the High School was also proposed, as the native school in Black Town which had been established a short time before, under the management of Pachaiyappa's Trustees, was found inadequate as a feeder. The subject of the formation of collegiate classes in literature and science

was also taken up in earnest, and the Board proposed the establishment of a collegiate department under four professors, one of whom should undertake Mathematical and Physical Science, the 2nd, History, Political Economy and Mental and Moral Philosophy, the 3rd, English Literature and English Composition, and the 4th, Law. The expenses of the University upon its new footing were estimated at about 50,000 Rupees per annum, and of the remaining Rs. 50,000, Rs. 30,000 were assigned for the establishment of the five Provincial schools and Rs. 20,000 for the application of the Grant-in-aid system to the improvement of existing schools.

The outcome of the scheme of the University Board.

The scheme when laid before Government was objected to by the Members of Council both on the ground of expenditure and on the ground that the proposal of the Board, so far as the Collegiate department was concerned, was premature. In consequence of these objections the formation of the Collegiate classes was in the first instance prohibited; but on a further representation from the Board, Sir Henry Pottinger, who had been favourable to their recommendations from the beginning took upon himself the responsibility of sanctioning the entire scheme, with the exception of the Law Class, which was referred to the Court of Directors for orders. The attention of the Board, while engaged in reorganizing the University, was drawn to an important question relating to fees. The rate charged, Rs. four per mensem, was considered too high, and it was considered that the ill-success of the High School in attracting any large number of scholars was due to this cause. A reduction was accordingly resolved on, and brought into operation from the 1st January 1853; the rate fixed being two rupees in the Collegiate department and High School and one rupee in the

Primary School. The reduction was followed by an immediate accession of some 50 scholars to the senior department.

Notwithstanding the reduction there was still some difficulty in filling the higher classes, and it was doubted even by Government whether, after all, the University had succeeded in producing any beneficial results. That the institution had not altogether failed in carrying out the object for which it was founded, was evident from various facts. In the first place, students who went through the higher classes obtained employment and promotion in the public service with great facility. In 1853, Mr. Arbuthnot reported that of the 36 scholars who had taken Proficient Degrees, 22 were then employed in various situations connected with the civil administration of the country, on salaries varying from Rs. 40 to Rs. 315 a month. One was Deputy Dewan under the Rajah of Travancore, on a salary of Rs. 300, seven held situations in the Educational Department, four of whom were in the University and in Pachaiyappa's institution, and one in the Cuddalore Provincial School, and four were merchants. Secondly, the men who had gone through a training at the University were looked upon by Government as superior morally to others who had had no such training. What Mr. Kerr in his review of public instruction in Bengal wrote about educated Bengalis applied to the educated class in the Madras Presidency as well. He wrote: "At our colleges and schools, the natives acquire to some extent the habit of truthfulness. English principles are engrafted in their hearts. They acquire also a taste for what is true and beautiful in speculation which, so far as it goes, is favourable to upright and honourable conduct. It may also be observed that it is becoming a point of honour with those natives who have received a good education to be more

The results of the University.

truthful and trustworthy than the uneducated classes. It would give them more pain to be detected in a falsehood or in very dishonest practices. A public feeling favourable to integrity is growing up among them. As yet the feeling may not be strong; but even in its feeble state it must be regarded as a good sign and as one of the noblest points of the education they are receiving." The value of the instruction imparted in the University was further attested by the reports of those gentlemen, unconnected with the institution, who from time to time had taken part in annual examinations. The attainments of the senior students in some of the branches of study were of a high order, the higher branches were not acquired at the expense of the lower. Above all there was an entire absence of "cramming" which is considered to be the evil in the present system of education. Mathematics was the subject in which the students were most successful, but the written answers to the questions on literature which are preserved in the reports of the University show that several of the students had acquired a perfect mastery of the English language. But Mr. Arbuthnot was of opinion that this was "in a great measure accounted for by the remarkable powers of memory, which frequently enable them to recollect long passages of the authors they have been studying, whether prose or poetry, and to write them down nearly word for word."

The University and Vernacular Education.

The vernacular department of the University was not worked very satisfactorily. Telugu, Tamil and Mahratta were taught only superficially. The main object, however, which the Government had in view was to raise up a class of good vernacular linguists, who, by the attainment of a thorough and critical knowledge of their own language, might as teachers in schools, or as the writers or translators of use-

ful books, be enabled to render their acquirements available to their countrymen, and in the words of the Court of Directors, "communicate to the native literature and to the minds of the native community that improved spirit which it is to be hoped they will themselves have imbibed from the influence of European ideas and sentiments." This object, however, was not realized, though a considerable portion of the time assigned to the *vernacular* studies was devoted to translation from and into English, and a prize was awarded each year for the vernacular exposition of a portion of a standard English author. The great difficulty was to secure competent vernacular teachers who were at the same time possessed of a sufficient knowledge of English. The appointment of a vernacular superintendent was proposed with a view to introduce an improved system of vernacular instruction and the establishment of a training class for vernacular teachers. Among the duties proposed for the vernacular superintendent was the preparation and supervision of translations of approved English works into the vernacular languages, and of the publication of an improved series of vernacular books. The University Board, however, were fully sensible of the poverty of vernacular literature and they pointed out to Government the difficulty of translating satisfactorily scientific and philosophic works. "In truth, *only those* English works," they reported, "which deal in simple narrative, in which little occasion arises for the use of abstract terms, which relate palpable occurrences, sometimes surprising, sometimes interesting to the feelings, sometimes ludicrous, appear to admit of efficient translations. At all events such are the only works which, in translation, are attractive. They are such as amuse the idle hour, and delight children until their minds become more highly cultivated. But they are not the kind of class books through which

it is desired to communicate *substantial knowledge*." Under these circumstances, it appeared to the Board that the course to be encouraged was that of "a *full and free exposition*, rather than a translation, of all the subject matter contained in any English work, by the assistance of, or entirely by, such natives as have attained a full comprehension of the subject matter, *and also a proficiency in the English language*." It would not be out of place here to draw attention to an important scheme drawn up by Lord Auckland on the subject of the preparation of vernacular class books. It was proposed by him, as far back as in 1839, that the Governments of the different Presidencies should "co-operate through the bodies charged with the control of public instruction under their superintendence, in the common object of aiding the preparation of any useful and comprehensive set of class books, to be afterwards rendered into the vernacular tongues of the several Provinces." The practical outcome of this scheme was, however, very disappointing.

Missionary Education.

This chapter on the history of education in the Madras Presidency cannot conclude without reference to the educational work of Missionary Societies. With the exception of three Government institutions—the Madras University and the provincial schools at Rajahmundry and Cuddalore and a few elementary schools supported by subscriptions in the Provinces, the education of the country was entirely in the hands of the Missionary Societies and the natives themselves. We have already referred to the unsatisfactory nature of indigenous education as developed by the natives. In the department of elementary instruction the operations of some of the Missionary Societies were on a very considerate scale. In 1854 the Society for the Propagation of the Gospel in Foreign parts sup-

ported no less than 186 schools, the majority of which were in the Districts of Tinnevelly, Madura, Trichinopoly, and Tanjore. In these schools there were over 5,000 scholars of whom about 1,400 were girls. The amount expended by the Society in its educational operations, including the cost of erecting and repairing buildings, exceeded Rs. 40,000 in 1852, and Rs. 30,000 in 1853. The operations of the Church Missionary Society were equally extensive, especially in the Tinnevelly District. It is reported that at the commencement of 1852 the total number of Mission schools in this Presidency amounted to 1,185 with 38,005 pupils; while in the other Presidencies, where the Government schools were more numerous than here and more had been done in the higher branches of education, the aggregate number of Mission schools was only 472 with 26,791 children in attendance. In all the Vernacular Mission schools and in the majority of the English schools the course of instruction was altogether elementary, but Missionary operations were not confined to elementary education alone. The Rev. John Anderson, the earliest Missionary of the Church of Scotland, who arrived in Madras in 1837, started what was known as the General Assembly's School immediately after his arrival. In his first prospectus he expressed himself thus as to the object of this institution :—"The object is simply to convey through the channel of a good education as great an amount of truth as possible to the native mind, especially of Bible truth. Every branch of knowledge communicated is to be made subservient to this desirable end. . . . As soon as a proper class can be formed, the following branches will be taught: English, including reading, grammar and composition, writing and accounts; history, geography, arithmetic, mathematics and algebra; the elements of astronomy and political economy; logic, moral philosophy, and natural theo-

logy; the evidences and doctrines of Christianity, &c." The school soon proved a great success and Mr. Anderson was so encouraged by the results that he opened branch schools at Conjeeveram in 1839, at Nellore and Chingleput in 1840, and at Triplicane in 1841. Considering that what was called the Madras University was established in 1841 and Pachaiyappa's College in 1842, there can be no doubt that we should regard John Anderson as the pioneer of higher education. The institution had to pass through more than one crisis owing to its Missionary character, but notwithstanding these difficulties, it continued very popular. It had, during the first few years of its existence, between 200 and 300 pupils. Mr. Anderson was soon joined by two other eminent men, the Rev. Robert Johnston and the Rev. John Braidwood. In 1847 the school was removed to a building on the Esplanade, where it has since remained and where it now flourishes as the Madras Christian College.

Section II.—Education From 1854 to 1871.

The Despatch of 1854.

The Despatch of 1854 marks an era in the history of education in the Madras Presidency.* It has been called the Magna Charta of English education in India. "We have always looked upon the encouragement of education," say the Court of Directors, "as peculiarly important, because calculated not only to promote a higher degree of intellectual fitness, but to raise the moral character of those who partake of its advantages, and so to supply you (Government of India) with servants to whose probity you may with increased confidence commit offices of trust . . . . Nor, while the character of England is deeply concerned in the success of our efforts for the promotion of education, are her material interests altogether unaffected by the advance of European knowledge in India: this knowledge will teach the natives of India the marvellous results of the employment of labour and capital, rouse them to emulate us in the development of the vast resources of their country, guide them in their efforts, and gradually, but certainly, confer upon them all the advantages which accompany the healthy increase of wealth and commerce; and, at the same time, secure to us a larger and more certain supply of many articles necessary for our manufactures and extensively consumed by all classes of our population, as well as an almost inexhaustible demand for the produce of British labour." The Despatch also suggested as the means for the improvement and wider extension of education, both European and Vernacular, (1) the constitution of a separate department of the administration of education, (2) the institution of Universities at the presidency towns, (3) the establishment of

* Vide Appendix C.

institutions for training teachers for all classes of schools, (4) the maintenance of the existing colleges and high schools, and the increase of their number when necessary, (5) the establishment of new middle schools, (6) increased attention to vernacular schools, indigenous or otherwise, for elementary education, and (7) the introduction of a system of Grants-in-Aid. At the very outset it was stated emphatically that the education which the Court desired to extend in India was that which had for its object the diffusion of European knowledge. The Court at the same time laid stress on the education of the masses through the vernaculars. The English language was to be made the medium of instruction in the higher branches, and the vernacular in the lower. The system of grants-in-aid was to be based on the principle of perfect religious neutrality. Aid was to be given (so far as the requirements of each particular district as compared with others and the funds at the disposal of Government may render it possible) to all schools imparting a good secular education, provided they were under adequate local management and were subject to Government inspection, and provided that fees however small were charged in them. Grants were to be for specific objects and their amount and continuance to depend on the periodical reports of Government Inspectors. No Government colleges or schools were to be founded, where a sufficient number of institutions existed capable, with the aid of Government, of meeting the local demand for education; but new schools and colleges were to be established and maintained where local efforts failed to meet the local demand. The discontinuance of any general system of education entirely provided by Government was anticipated with the gradual advance of the system of grants-in-aid, but the progress of education was not to be checked in the slightest degree by the

abandonment of a single school to probable decay; a comprehensive system of scholarships was to be instituted so as to connect lower schools with higher, and higher schools with colleges. Female education was to receive the frank and cordial support of Government. The principal officials in every district were required to aid in the extension of education; and a person who had received a good education was to be preferred to one who had not, in making appointments to posts in the service of Government. Even in lower situations, a man who could read and write was to be preferred to one who could not, if equally eligible in other respects.

Before proceeding to mention the steps taken by the Madras Government to carry out the measures ordered in the Despatch of 1854, it is desirable to glance at the extent of the educational operations of Government in the year 1854-55. The towns of Cumbaconum, Bellary, Calicut and Rajahmundry had each a provincial school. The provincial school at Cuddalore was reduced to the grade of a Zillah School and two Zillah Schools were established at Chittore and Salem. The system of vernacular taluq schools, commenced during this year, contemplated the establishment of 100 such schools in various parts of the country. Over twenty schools of this type were opened during the year 1853-54. These taluk schools were intended to serve as model vernacular schools, an object to some extent frustrated by the introduction of the study of English. In 1853, Mr. G. N. Taylor, the Sub-Collector of Rajahmundry, had established an Anglo-Vernacular school at Narsapur, his head-quarters, and three branch schools in three towns in that neighbourhood. These schools were partly maintained by Mr. Taylor and partly by local subscriptions. In course of time, their successful working attracted the attention of the

Governme[nt] Schools in 1854—55.

neighbouring ryots, who applied to the Sub-Collector to establish vernacular schools in their villages, offering to defray the cost by a fixed annual addition to the revenue demand on their villages. In pursuance of this scheme schools were established in some central villages; some of the larger schools were provided by Government with masters of a better kind than the ryots could pay for. These masters had to inspect all schools within a certain range, and there was a Native Inspector to superintend the whole. Speaking of this system in 1856-57, Mr. Arbuthnot, the then Director of Public Instruction, said, "the Rajahmundry system cannot be introduced into ryotwari districts upon the principle on which its introduction was sanctioned, *viz.*, that the rate shall be raised voluntarily, and it seems to be extremely doubtful whether even in Rajahmundry the rate can properly be called voluntary." A few schools were in existence in the Hill tracts in the Northern Circars. Lieutenant MacDonald, who afterwards became the Director of Public Instruction, took an active part in promoting education among the Khonds and Oriyas in the Northern Circars, and at his suggestion a few schools were established and an Inspector was appointed. The Madras University, under its able Principal, Mr. Powell, was continuing to do good work. The only deficiency in the instruction imparted was found to be a want of solid grounding in elementary subjects. The Principal in his report pointed out two defects in particular, defects which he thought were common in every institution:—*a want of distinctness of ideas, and an inaccuracy of language in replying to the question of the teachers.* "If," he remarked, "from the junior class of the primary school up to the most advanced in the high school, no obscure half-developed thought were allowed to pass, no ungrammatical phrase received, the senior students would certainly derive

much greater profit than they have hitherto done from the subjects to which they direct their minds, and their English composition would better stand comparison with that of the most highly educated youths in other parts of India." The Medical School, established in 1835, and raised to a College in 1851, had expanded into a more complete institution and was now designated the Madras Medical College. Mention should also be made of the Revenue Board Survey School which was established 50 years ago and was placed under the control of the Board of Revenue, with the object of training a number of surveyors. This school formed the nucleus of the College of Engineering. The School of Ordnance Artificers which was established by Major Maitland, the Superintendent of the Gun Carriage Manufactory, in 1840, was reorganized and constituted a Government institution. The school was intended chiefly for the education of Eurasian Artificers. The Madras School of Arts, which owed its existence entirely to the active and disinterested exertions of Dr. Hunter, was first opened in 1850 in Black Town, of which district he was the Surgeon. The object of this school was to create among the native population a taste for the humanizing culture of the fine arts. This was followed in June 1851 by the establishment of the School of Industry, the object of which was, as stated by Dr. Hunter, "to afford to the rising generation of the country, the opportunity and means of acquiring useful handicrafts; to improve the manufacture of various articles of domestic and daily use, now largely made in the country, but rudely and uncouthly; and also, by developing the latent material resources of the country, to create a local supply of several articles in general demand, which hitherto have been almost entirely imported,—a further object being to improve the taste of the native public and make

them familiar with beauty of form and finish in the articles daily in their hands and before their eyes." The progress of both these schools was most satisfactory and they were amalgamated and constituted a Government institution. Dr. Hunter was the first head of this institution.

Steps taken to give effect to the Despatch of 1854.

Shortly after the receipt of the Despatch of 1854, the Government of Madras applied for authority to create the agency which was considered necessary for the superintendence and direction of education. After some correspondence a Director of Public Instruction, 4 Principal Inspectors of Schools, 20 Zillah Visitors, and 60 Sub-Assistant Inspectors were sanctioned. Only three Inspectors were appointed at first and the first Director of Public Instruction was Mr. A. J. Arbuthnot, afterwards Sir Alexander Arbuthnot.

The important operations of Government during the year 1855-56 in the Department of education were as follows :—

1. The reorganization of the principal Presidency Institution under the designation of a Presidency College.

2. The establishment of a Government Normal School.

3. The Provincial Schools.

4. The commencement of a System of Anglo-Vernacular Zillah Schools.

5. The commencement of a system of Vernacular Taluk Schools.

6. The extension of the measures for the promotion of education in the district of Rajahmundry.

7. The progress of the schools established for the instruction of the Khonds and other uncivilised tribes in the Hill-Tracts of the Ganjam.

8. The introduction of the Grant-in-Aid system.
9. The annual examination for Government Rewards.
10. The provision of Vernacular School Books.

The Honorable Court of Directors were not at all satisfied with the work done by the so-called Madras University, and were of opinion that it should be constituted a Presidency College on the same model as the Presidency College of Calcutta; for they wanted an institution "in which the various objects of education may be combined and complete courses of instruction appointed, by means of which the students may be brought to the highest point of attainment both in general and special branches of study." The original scheme for the establishment of the College was a very elaborate one. It was to have consisted of four branches or departments, General, Medical, Legal and Civil Engineering. But it was thought premature at first to give effect to this elaborate scheme. Hence it was proposed to have the general branch, consisting of a senior and junior department, with only a Law department attached to it. The union of the Medical College and Civil Engineering College was found impracticable for want of a suitable building. Among the changes that were introduced in the year 1855 were the alteration of the name of the Institution from Madras University to Presidency College and the appointment of a Professor of Law. Provision was made subsequently for the establishment of a Professorship of Vernacular Literature and another of Moral and Mental Philosophy and Logic. Mr. Powell continued to be in charge of the Institution. The course of instruction in the General Branch of the senior department included English Literature, History, Moral Philosophy, Political Economy, Mathematics and Natural Philosophy. In the Junior department the curriculum embraced Grammar, English Reading and

Presidency College.

Writing, Geography, Elementary History, English Composition, Geometry and Algebra. In both departments a portion of the time was allotted for the study of the Vernacular Languages. The Legal Branch was opened in August 1855 and the course of instruction comprised extended to over three years.

Government Normal School.

One of the most important measures of the year 1855-56 was the establishment of the Normal School for training teachers. The Normal class which was established in connection with the Presidency institution in 1853 proved a total failure, for the object of training was not kept distinct from that of imparting general instruction. The object of the Normal School which was established in 1856 was twofold :

1*st*, to provide competent teachers for employment in Anglo-Vernacular Schools.

2*nd*, to provide teachers competent to take charge of Elementary Vernacular Training Schools.

A European Principal was appointed in charge of the institution. The instruction both in the art of teaching and in the subjects which the future masters were expected to teach was given in English, but a certain portion of each day was devoted to the study of the Vernacular languages, with the view of enabling the students to impart the knowledge they were acquiring, both of matter and method, through the medium of their own language, as well as in English. The technical instruction in the art of teaching was imparted by means of oral lectures on the subject, delivered by the Principal, and by practice in the classes of the Primary School. Lessons were given in the presence of the students and criticism lessons were also delivered regularly.

Provincial Schools.

The schools at Combaconum, Calicut, Bellary and Rajahmundry were continued under the designation

of Provincial schools, and it was the intention of Government to raise them eventually into Provincial Colleges, after the model of the Mofussil Colleges in Bengal. The most successful of these schools was the Provincial School at Combaconum, both as regards the number of pupils and the progress made. It was established in October 1854. A few Zillah schools were also opened at Chittoor, Salem, Madura and Berhampore. English and Vernacular were both taught in these schools, but the standard of instruction in English was not as high as in the Provincial schools. The medium of instruction was English. The chief object of the Taluk schools was the extension and improvement of Vernacular education, but arrangements were also made for English education of an elementary nature in those places where there existed a strong desire for the acquisition of that language. In addition to the Taluk schools in the Northern Circars, similar schools were opened in Tanjore, Madura and South Arcot. The course of instruction comprised Reading, Writing, Arithmetic after the English method, and Geography. The medium of instruction was purely vernacular. These schools were intended to serve as models of what vernacular schools ought to be, and the Inspectors were instructed not to give any undue prominence to the study of English in the school course. In working these Taluk schools some difficulty was experienced owing to the apathy of the natives on the subject of vernacular education, for the notion prevalent even then was that a knowledge of English was the one indispensable qualification for advancement. One of the Inspectors reported that throughout his division the desire for what the natives designate as an English education "is intense and is daily becoming more so, and that it exists not only in populous towns, but in villages also." The schools established in the Rajahmundry District were even of

a more elementary character and were the first attempt made by Government for the extension and improvement of indigenous education in the Presidency. Much opposition was encountered from the Khonds and Ooreyas, but the schools specially started for them proved beneficial to some extent.

Grants-in-Aid.

One of the most important effects of the Despatch of 1854 was the introduction of the Grant-in-Aid system. In August 1855 the first Grant-in-Aid rules for Madras were published. The conditions of aid were neither many nor complex. The grants were made with a special view to the extension and improvement of the secular education of the people, and were given impartially to all schools whether male or female, Anglo-Vernacular or Vernacular. An essential condition of aid was that the schools should be under the management of one or more persons, who, in the capacity of proprietors, patrons, trustees or members of a committee, were required to undertake the general superintendence of the school, and to be answerable for its permanence for some given time. No grant was to exceed the amount of funds raised from local or other sources for the purposes for which the grant was sought. The levy of a certain rate of fees was also insisted on as a condition of aid in all except Female and Normal schools. The specific objects of aid were :—

1st.—The erection, enlargement, or repair of school-buildings.

2nd.—The provision of school furniture.

3rd.—The augmentation of the salaries of the teachers, or provision of additional teachers.

4th.—The provision of stipends for pupil-teachers, and of gratuities of teachers who undertake to instruct them.

5th.—The provision of school-books, maps and

school apparatus at reduced prices according to the circumstances of the case.

The following were the conditions upon which grants were made for the objects above specified :—

"1st. It will be a condition of all Grants towards the "erection, enlargement, or repair of School buildings, "that such rules as shall be laid down in regard to the "dimensions and arrangements of the School build- "ings, with reference to the number of Scholars they "are designed to accommodate, shall be duly observed, "and that the permanent assignment of the buildings "for School purposes shall be adequately secured."

"2nd. Applications for Grants for the provision of "School furniture must be accompanied by a decla- "ration on the part of the applicants that they will "be personally responsible for the due preservation "of the furniture of the School, and for its being "reserved for the purposes for which it is supplied."

"3rd. Applications for Grants in augmentation of "the salaries of teachers or for providing additional "teachers, like other applications for aid, will be "referred to a Government Inspector, for report, on "the merits of the School and qualifications of the "teachers, and their continuance will depend upon "the periodical reports of the Inspector on the merits "and proficiency of the teachers, as ascertained at "his periodical examinations of the School."

"4th. Grants for the payment of stipends to pupil "teachers will be made only to those Schools in regard "to which the Inspector may report that the master "is competent to instruct such pupil teachers; and "the continuance of such stipends, as well as the "amount of gratuities, to be assigned to the masters "for the instruction of the pupil teachers, will depend "upon the proficiency of the latter."

"5th. Grants of School books, maps, or apparatus "at reduced prices will be accompanied by the con- "dition that the books shall be appropriated *boná* "*fide* to the use of the masters and scholars, and "that due means shall be taken for their preserva- "tion."

Grants were also given in aid of scholarships and of stipends for Normal students, the rules for which, however, were notified later on. In the year 1855-56, Grants-in-Aid to the extent of Rs. 11,605 were given. It is interesting here to note that one of the first Grants-in-Aid in this Presidency was a building grant of Rs. 7,000 to the Harris school,—a school started in Madras by the Church Missionary Society for Mussalmans exclusively. The remaining Rs. 4,605 were spent in the shape of salary-grants.

Missionary Education.

It would not be out of place to glance briefly at the extent of Missionary operations in the cause of education during the year 1855-56. In the Ganjam District the London Missionary Society maintained an English school at Chicacole. There was also another school at Chatterpore, in the same district, which was mainly supported by the rent of a house given for the purpose by Mr. Onslow, the Collector. The London Mission had an English school at Vizagapatam. A female school was also supported by the London Mission in the same town. The Church Missionary Society had two schools—one for boys and one for girls—at Masulipatam, and one for boys at Ellore. Referring to the boys' school at Masulipatam the Director wrote:—"The boys' school has long had the reputation of being the best in the Northern Circars." The American Missionary Society was at work at Guntur and at Goorzal in the Palnad, in which places they had two elementary English schools. The Nellore District was occupied by the Free Church Mission,

a good English school having been for some years in operation at Nellore, while another was also established at Gudur. In the districts of Cuddapah, Kurnool and Bellary, the London Missionary Society was at work. The Mission had a few elementary English schools and a large number of Vernacular schools. Elementary English schools started by the Free Church Mission were at work in the Chingleput District, at Chingleput and Conjeeveram. A good English school was started by the S. P. G. at Tanjore, where it had also a Vernacular Girls' school. The same Mission had a seminary for Native Christians at Vediarpooram. The Wesleyan Mission was also at work in the Tanjore District, and had elementary English schools at Mannargudy and Negapatam. An English school was established by the S. P. G. at Trichinopoly. The operations of the C. M. Society and the S. P. G. were on a very considerable scale in Tinnevelly. The former had English schools at Palamcottah and at Streevellipootoor, and maintained 317 elementary Vernacular schools containing 7,802 pupils, of whom 5,116 were Christians and 2,686 Hindus. The Society had also a training institution at Palamcottah. The S. P. G. maintained a considerable number of elementary schools both in Tinnevelly and Madura. The same Society had an elementary English school at Ramnad and a seminary for the instruction of catechists and teachers at Sawyerpuram, somewhat similar to that at Vediarpuram in Tanjore. The German Missionaries were at work in Malabar, and at Tellicherry they had an Anglo-Vernacular School. The Roman Catholic Mission had an elementary English school for the children of the Roman Catholic community in Canara. In Madras four Missions were engaged in educational work,—the Wesleyan Mission, the London Mission, the Free Church and the Church of Scotland. In the Free Church Mission schools in Black Town the number of

pupils amounted to 627, of whom 242 were girls. In the schools belonging to the Church of Scotland Mission, 533 pupils were under instruction, of whom 358 were girls. It will be seen therefore that even as far back as the year 1854-55 the Province was covered over with a net work of Mission schools, English and Vernacular. The Rev. John Anderson, the founder of the General Assembly's School, which, from 1847, was known as the Free Church of Scotland Mission Institution, died at his post in Madras on the 25th of March 1855. He had brought his school to a high degree of efficiency and it served as an object lesson to similar institutions. The services rendered by "Anderson's School." to the cause of higher education can hardly be overestimated, and it is this institution that now, as the Madras Christian College, still takes the lead in higher education.

Other effects of the Despatch.

One of the effects of the Despatch of 1854 was the institution of a system of public examinations for Government rewards. These examinations were instituted with the object of giving an impetus to education by holding out the prospect of employment in the Public Service to the educated classes, and so improving the qualifications of men in the Public Service. This system of examinations did not prove a success. There were, however, indications to show that English education had begun to take root in the soil. Some efforts were made by the educated classes to supplement their school instruction by the institution of libraries, discussion classes, and public lectures. Government undertook the publication of certain text-books, chiefly in the Vernacular, and also subsidized liberally the Madras School Book Society. This Society, though established as far back as in 1820, existed merely in name until 1857, when its operations were revived. A weekly newspaper in Tamil and Telugu, under the editorship of the Professor

of Vernacular literature in the Presidency College, was established. There were also some other changes that may be regarded as the indirect effects of the Despatch. The Medical College was transferred to the Educational Department in June 1855. Major Maitland's School of Ordnance Artificers was also constituted a Government institution. An instructor in Fine Arts was appointed to aid Dr. Hunter in the Artistic Department of the School of Industrial Arts.

Progress of Education between 1855 and 1858.

Between the years 1855 and 1858, the policy of Government, in the extension of education in this Presidency, was determined by the general principles laid down in the Despatch of 1854. The most important event during this period was the establishment of the University of Madras, which gave a very great stimulus to higher collegiate education. The progress made in education in general during this period was also considerable, as will be seen from the following statistics. In the year 1855-56, there was one college maintained by Government with an attendance of 302 pupils, while the number of Government Provincial and Zillah schools of the higher classes was 7 with 1,062 pupils; there were besides about 20 Government schools of the lower class in different parts of the Presidency, with a total strength of 1,028 pupils. Of this number, however, only 237 were receiving instruction in English. There were 14 private schools of the higher class under Government inspection attended by nearly 1500 pupils. The majority of the schools were under Mission management. The actual number of private institutions under Government inspection is not known; but the number was probably more than 50. The attendance in them amounted to nearly 3,000. A sum of Rs. 11,605 was received in 1855-56 as Grants-in-Aid by private institutions. In 1858-59 the number of Government colleges and

schools alone was 122 with a strength of 7,128 pupils, and the number of aided colleges and schools was 225, of which 216 were maintained and managed by Missionary societies. Besides these, there were 102 unaided schools under Government inspection. The total number of pupils in non-Government institutions was 13,873. The amount of grants made, exclusive of building grants, during the year, was Rs. 26,035. There was of course considerable diversity in the quality of the instruction imparted. It ranged from that of the elementary village schools in which instruction was confined to reading, writing in the vernacular language of the district, the first four Rules of Arithmetic and, perhaps, the Outlines of Geography, to that of the Presidency College, in which it embraced a comprehensive course of English and Vernacular literature, History, Moral Philosophy and Mathematics. In the Provincial and Zillah schools, supported by Government, and in those supported by private societies, the education imparted was mainly through the medium of English, while in the taluk and village schools the education was through the medium of the vernaculars. Vernacular education, however, was not so popular as English education, owing to the widespread belief that a knowledge of English was the surest passport to official employment. In all the schools, both Government and private, the great want was that of well qualified teachers. The number trained at the Government Normal School at Madras was not adequate for the demand, but a commencement was made in the direction of supplying trained teachers by the leading educational societies. A vernacular training school was established by the Church Missionary Society at Palamcottah in 1856, and the S. P. G. trained teachers both at Sawyerpuram and Vediarpuram.

The University of Madras was incorporated by an Act of the Legislative Council of India, dated the 5th September 1857. This institution, like the sister institutions at Calcutta and Bombay, was framed on the model of the University of London. In the words of the Act, it was established "for the purpose of ascertaining, by means of examination, the persons who have acquired proficiency in the different branches of literature, science and art, and of rewarding them by academical degrees as evidence of their respective attainments." Its function in fact was to hold examinations for degrees and honours in the several faculties or branches of knowledge, which come within its scope, *viz.* (1) Arts, (2) Law, (3) Medicine, (4) Civil Engineering. The Senate was appointed in March 1857, but the bulk of its labours, in the work of framing regulations and bye-laws, fell within the year 1857-58. There was some difference of opinion as regards the necessity for an entrance examination and the adoption of the system of affiliation. In favour of affiliation the following arguments were strongly urged :—" In the present state of education in India, where good schools are not numerous beyond the chief towns of each Presidency, and where knowledge is valued almost solely for the sake of the employment to which it may lead, it would be a great error for the University not to employ its influence in establishing correct views of the nature of real education and in furthering the progress of such education as far as it possibly can . . . . . . It is desirable, therefore, to limit the privilege of securing degrees to institutions in which an efficient system of education is carried out, such institutions alone being publicly recognized as constituents of the University." The plan of affiliation was not, however, adopted as it was thought that the mere institution of the University examinations and degrees would Establishment of the University Madras.

fully meet the object for which the process of affiliation was proposed. Two examinations were prescribed for the Arts degree, the Entrance and the B.A. degree examination. For the latter, Language, History, Mathematics and Moral Philosophy were compulsory, and, as a fifth subject, option was given to candidates to select one of the following :—(*a*) Natural Philosophy; (*b*) The Physical Sciences. (*c*) Logic and Mental Philosophy. Every candidate for the degree of Bachelor of Arts was required to have completed three years from the time of passing the entrance examination. In the Faculties of Law and of Medicine the regulations passed by the Senate did not differ materially from those adopted at Calcutta. In the faculty of Civil Engineering, the Senate provided for two degrees being conferred *viz.*, that of Graduate in Civil Engineering or G. C. E and that of Master in Civil Engineering. The institution of a degree in Engineering brought into operation the long projected Civil Engineering College in 1858, the Survey School, formerly attached to the Board of Revenue, and subsequently to the Chief Engineer's Office, having been adopted as its basis. The plan upon which it was originally proposed to establish the Engineering College, *viz.*, that it should provide instruction for all grades of the Public Works Department, except officers of the Corps of Engineers and Civil Engineers educated in England, was abandoned on financial grounds, and it was determined at the outset to confine the object of the College to training candidates for the grades of Sub-Overseer and of Assistant Overseer. The first Entrance examination of the University of Madras was held in September 1857. Forty-one candidates presented themselves of whom thirty-six passed. The first examination for the degree of B. A. was held in February 1858. Only two candidates appeared, both from

the American Mission Seminary, Jaffna, and both passed.

During the period referred to above the Grant-in-Aid system was resorted to considerably for the extension of education throughout the country. The great advantages of this system were considered to be (1) the economy with which it could be worked, as compared with the direct system of maintaining Government schools, (2) the avoidance of all difficulties in connection with religious instruction, and (3) the avoidance of interference with the educational operations of Christian Missionaries, "which it would be neither right nor politic to ignore, and which would be seriously impeded by the general establishment of Government schools, in the localities in which these operations are carried on"; (4) the advantage it has of calling forth local efforts and investing the adult portion of the population, as well as the rising generation, with a direct and practical concern in the instruction of the latter. For these reasons the system was considered specially adapted to a country like India, where instruction had to be provided for a teeming population scattered over extensive tracts, where the funds at the disposal of Government were but limited, and where the religion of the Government differed from that professed by the great majority of its subjects. At the same time it was considered undesirable to rely upon this system wholly for the extension of education, as in that case the progress of education would be very slow. The system pre-supposed a desire for education on the part of the people and a willingness to make sacrifices for the sake of obtaining it, which in many parts of the country had no existence. It was determined therefore to continue the maintenance of Government schools to serve as pioneers and as models to be

The Working of the Grant-in-Aid system.

followed and eventually to be superseded by others established on the Grant-in-Aid system. Notwithstanding the determination of Government to give the Grant-in-Aid system fair play very little advantage was taken of it at the outset by the natives. The Grant-in-Aid rules of 1855 were found defective in some respects. They did not specify by what considerations the exact amount of the grant was to be determined; they did not define what qualifications should be required nor did they note what deficiencies should be deemed to be a bar to any grant at all. A new code came into operation therefore in 1858, under which the conditions were elaborated especially as regards salary grants, which were to be determined by a system of certificates of which there were nine grades for school-masters and five for schoolmistresses. These certificates were awarded on the results of a departmental examination calculated to test the general attainments of the candidates as well as his teaching power. The amount of grant was not to exceed one-third of the salary. This condition, by raising the qualifications of the teachers, added *pro tanto*, to the efficiency of the schools as well.

Despatch of 1859.

An important Despatch was issued by the India Office on the 7th of April 1859,* in which was instituted an examination into the operation of the orders dispatched in 1854 for the promotion of education. Such an examination was considered necessary as the more recent measures of Government for the promotion of education were alleged to be among the causes that had brought about the outbreak in the army of Bengal. A general survey was taken of the progress of education throughout India since 1854, and the several principles laid down in the Despatch of 1854 were reiterated and confirmed. The Grant-in-Aid

* *Vide* Appendix D.

system was the subject of special consideration. The Despatch, while it recorded with satisfaction that the system of Grant-in-Aid had been freely accepted by private schools, both English and Anglo-Vernacular, noted that the native community had failed to co-operate with Government in promoting elementary vernacular education. The efforts of educational officers to obtain the necessary local support for the establishment of vernacular schools under the Grant-in-Aid system were thought likely to create a prejudice against education, to render the Government unpopular and even to compromise the dignity of Government. The soliciting of contributions from the people was declared inexpedient, and strong doubts were expressed as to the suitability of the Grant-in-Aid system for the supply of vernacular education to the masses of the population. Such vernacular instruction should, it was suggested, be provided by the direct instrumentality of Government by means of a compulsory rate. The policy of perfect religious neutrality was re-emphasized. One of the questions noticed in the Despatch of the Home Government and the Government of India had reference to the alleged existence of misapprehension on the part of the people in regard to the intentions of Government in their measures for the extension of education; and enquiry was made whether any alterations in existing arrangements were deemed advisable to introduce, with the view of lessening the risk of such misapprehension. The following was Mr. Arbuthnot's reply:—

In reply to this enquiry, I would observe that, in some Districts and by certain classes, there has been a certain degree of misapprehension regarding this, as there is in regard to every new measure which the Government carries out. It is only a few months since a rumour was spread and was very generally accepted among the lower classes of the native community of Madras, that the success of the Pier,

which has been lately commenced; was to be secured by the sacrifice of one hundred native children. If such a rumour can gain credence at the chief Presidency town, which has so long been the settlement of a large European population, where the people, consequently, have had better opportunities than elsewhere of acquiring an insight into European manners, and into the principles on which our Government is conducted, and where the advantages of Western literature and science have long been made available to large numbers of the native community,— it is not to be wondered at, that in more remote districts, where the inhabitants have enjoyed but few of these advantages, the establishment of schools by Government should be viewed in some quarters with distrust and dislike; the more especially when it is remembered that in every village and, certainly, in every town of any size, there are numerous and influential classes, whose interest it is to perpetuate the existing state of things. One fact is deserving of notice that the opposition, whenever it has been manifested, has been invariably to the establishment of vernacular schools. The establishment of an English school is always welcomed, and, in most parts of the country, is eagerly sought. The opposition to vernacular schools where it has existed, is to be accounted for, partly, by the not unnatural hostility of the old race of village school-masters, who felt that their domain was being invaded, but principally, I am disposed to think, by the inability of the people to appreciate the motives of Government in seeking to instruct and enlighten them, irrespectively of the convenience of the European Officers of Government. For English instruction, they can assign a reason which is obvious and tangible, and is, therefore, in their estimation, satisfactory. English is the language of their Governors; and viewing it merely as a matter of convenience they are able to understand why the Government are desirous to extend a knowledge of it among their native subjects. They see, moreover, that its acquisition brings advancement in the public service; and, overcoming any prejudices, which might otherwise have been allowed to operate, they flock to English schools, whether they be Government schools or Mission schools, in most cases regardless of any other considerations than the efficiency or otherwise of the instruction, and the smallness of the cost at which it can be obtained. When the system of examinations for admission into the public service, which has been recently

introduced, and in which considerable encourag
to vernacular instruction, shall have had suffic
operate, it is but reasonable to expect, (and the exp
justified by the experience of the past year in many q
that we shall hear no more of opposition or indifferen
vernacular education. It has been asserted in various qu
ters that the grant of State aid to Mission schools has caused
misapprehension and distrust of the motives of Government. On this point, I would repeat the observation made in my letter of the 24th September last, that it is impossible to reconcile the circumstance that Mission schools, wherever they are established, are largely resorted to by the natives, with the hypothesis that the alleged objections are a genuine expression of any strong feeling on the part of the native community. If it were so, the petitions for the discontinuance of the system of grants on the assumption of the Government by Her Majesty, would have been numerous, instead of being confined, as I have reason to believe they have been in this Presidency, to a single memorial, the prayer of which has been considered and rejected by the Home Government. I am unable to recommend any alterations in the leading features of the present system, which could be carried out consistently with the great object in view, of furnishing the natives of this Presidency with improved and extended facilities of education, or which are demanded by other considerations of public policy.

Levy of a Special Rate for Vernacular Schools.

The question of a special rate for the support of vernacular education which was raised in the Despatch of 1859 was fully discussed in the year 1859-60. The opinions on this subject, expressed by Mr. A. J. Arbuthnot, the then Director of Public Instruction, are of special interest.* He pointed out that the establishment of a special rate for the support of village schools throughout the country "would be incompatible with any extension of the Grant-in-Aid system." "If the Government undertake to provide a system of efficient village schools, it is not to be expected that private agencies will extend or continue their operations. Private schools of this class will gradually dis-

* *Vide* Appendix E.

the efforts of those societies and indivi- n now are, or which might hereafter be, to the extension of elementary education, diverted to other objects." But although the ctor of Public Instruction was of opinion that the me had not yet arrived for, definitely, and generally, adopting this mode of providing for popular education, he suggested that the experiment might be tried in one or more districts which were so circumstanced that there would be no immediate prospect of the two systems coming into collision. His recommendation was that the rate which, under the designation of a voluntary rate, had for some years past been collected in the sub-division of the Rajahmundry district should be legalised and extended to the principal division of that District and also to the District of South Arcot. This proposal was not approved, at this time, by Government, as it was opposed to any compulsory taxation for educational purposes.

nglish vs. he Verna- ulars.

The question of the relations of the English and Vernacular languages in the Government system of education was mooted again in the year 1860-61. Sir Charles Trevelyan was of opinion that an undue preference had been given to Vernacular instruction, to the prejudice of English instruction, and considered that in the lower classes of the Provincial and Zillah schools, and throughout the Taluk schools, Geography and such like subjects should be taught in English. An unfavourable opinion was passed on Taluk schools by Mr. Powell, the Acting Director, who recommended that the number of these schools should be reduced, their designation altered, and that those retained should be raised to the standard of Anglo-Vernacular Zillah schools. Mr. Arbuthnot to whom the question was referred, deprecated any radical changes in the existing system and in doing so

emphasized the importance of vernacular instruction. He did not overlook the fact that "the English language, which in most Indian schools takes the place which is occupied by the Greek and Latin languages in the schools and colleges of Europe, being a spoken language, and as the language of the Government being largely used in the transactions of business, has practical claims in this country, which cannot be asserted in Europe in favour of the ancient languages of Greece and Europe." And on this ground he thought that it ought to be taught in all schools "for which it is possible to obtain masters at all competent to teach it," but at the same time he considered it inadvisable to "place it as a barrier against the acquisition of much that is likely to prove useful to those, who, either from inaptitude for mastering a difficult foreign language or from want of time, are unable to obtain the mastery over it, which is essential to the acquirement of accurate knowledge through its medium by constituting it the language of instruction in all subjects, except the vernacular language." He therefore strongly recommended the retention of the Taluk schools, and the Government concurred in the Director's views.

Grant-in-Aid Code.

In 186[illegible] a third set of rules for educational Grants-in-aid were promulgated after careful consultation with the representatives of the leading educational bodies at Madras. The most important feature of this code, as regards primary education, was the introduction of the system of payment by results, though elementary schools had still the option of receiving aid under the Salary Grant system. In practice the standards prescribed for Results Grants were found to be unduly high, and failure, even in a single subject, was held to disqualify for a grant, so that the rules remained practically inoperative for

some time. The rules for Salary Grants were not materially different from those already in force, except that under the new rules teachers were eligible for one-third Salary Grants, whilst the proportion of grants for certificated teachers was raised to one-half. Five standards of qualification were laid down for schoolmasters and three for mistresses, and the University examinations, B. A., F. A., and Matriculation, were substituted for the departmental tests for the three higher grades of qualifications. Grants were also made available for various other purposes such as scholarships, erection of buildings, purchase of books, furniture, &c. The general rules bore fruit in greatly increased salary and other grants, the number of schools aided having risen from 502 in 1864-65 to 775 in 1865-66, and the aggregate amount of grants from Rs. 89,802 to Rs. 116,876. The Results Grant rules, as stated above, remained a dead letter till Government called on the Director to revise them. A few minor modifications were made in the scheme for general grants that came into operation in 1865, but, as a whole, that scheme remained in force up to the first of April 1880. A new scheme of Results Grants was issued and came into force from January 1 1868. This scheme is that under which elementary education in the Madras Presidency received its first great developement, and is therefore of historical value.*

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* SCHEME FOR GRANTS-IN-AID ON THE "PAYMENT FOR RESULTS SYSTEM."

SCHEDULE A.

STANDARDS OF EXAMINATION.

1ST LOWEST STANDARD.

(1) *Vernacular Reading.*—As in the 1st part of the 1st Book of Lessons in Tamil. The meanings of words to be given.

That these rules were better adapted to promote primary education may be seen from the fact that the number of schools aided under the Results System alone rose from 494 in 1868-69 to 1,606 in 1870-71. The number of pupils in Results schools advanced during the same period from 15,071 to 45,299 and the grants sanctioned for them from Rs. 24,409 to Rs. 78,176. The rules of 1868 contained the special proviso that grants for girls were to be 50 per cent. higher than those for boys,) while in girls' schools there was also a capitation grant on attendance. The large increase in the number of schools, public and private, led to the reorganization of the Inspecting Agency in 1869 and on the 31st March 1870, the Inspecting Agency of the Department comprised the following officers :—Inspectors of schools 6, Deputy Inspectors of schools 19, Inspecting schoolmasters 30, Superintendent of Hill schools 1.

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(2) *Writing*, in a large hand, short words *out* of the Reading Book.

(3) *Arithmetic.*—Notation to thousands, easy addition, and the multiplication table to five times five. English is to be used in all cases.

2ND STANDARD.

(1) *Vernacular Reading.*—As in the 2nd part of the 1st Book of Lessons in Tamil, and the first twenty-five lessons of the 2nd Book. Explanation to be given.

(2) *Writing*, from dictation, short sentences out of the Reading Book.

(3) *Arithmetic.*—Subtraction, multiplication, and division. The multiplication table to twelve times twelve.

3RD STANDARD.

(1) *Vernacular Reading.*—As in the 2nd Book of Lessons in Tamil generally, with explanation.

(2) *Writing*, from dictation, in small hand, out of the Reading Book.

(3) *Arithmetic.*—Compound rules and reduction, with the ordinary weight, measure and money tables.

(4) *Grammar.*—Etymology, as in Pope's 1st Catechism of Tamil Grammar. Questions to be put in reference to the Reading Book.

Development of Private Education between 1864—1865 and 1870—1871.

The following figures will give an idea of the rapid development of schools maintained by Missionary and other private bodies since the promulgation of the Code of 1865. In the schools maintained by the Church Missionary Society in December 1864 there were 9,941 pupils under instruction which increased in December 1868 to 10,527; there was also an increase in the number of certificated masters and mistresses. The number of trained and certificated teachers employed in 1865 by the Society for the Propagation of the Gospel was considerably more than the number employed in 1862. The larger amount of grant received by the Free Church of Scotland was chiefly spent in procuring more efficient teachers so as to raise the education imparted to a higher standard. Of course the bulk of the grants drawn by this mission was for the Central Institution. The Wesleyan Mission drew in grants the sum of Rs. 7,411 as against Rs. 4,370 in

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(5) *Geography* of the District in which the school is situated.

(6) *English Reading.*—As in the 1st Book of Reading of the Madras School Book Society, with explanation in a Vernacular.

(7) *Writing*, in large hand; easy words from the English Reading Book.

4TH STANDARD.

(1) *Vernacular Reading.*—As in the 3rd Book of Lessons in Tamil, with explanation and paraphrase. The quantity to be brought up for examination to be equivalent to about half of the 3rd Book.

(2) *Writing*, from dictation, out of the Reading Book.

(3) *Arithmetic.*—Moderately easy practical questions in vulgar fractions and simple proportion.

(4) *Grammar* generally, as in Pope's 1st Catechism of Tamil Grammar, with application to the Reading Book.

(5) *Geography* of the Presidency, with a general outline of the Geography of Hindoostan. The knowledge required of the Madras Presidency to be such as may be obtained from the study of the "Short Account of the Madras Presidency" in connection with a map.

(6) *English Reading.*—As in the 2nd Book of Reading of

1864. On December 31st, 1864, the number on the rolls of the Society's Anglo-Vernacular Schools was 1,206 and this number rose in 1865 to 1,412. The Rev. Mr. Stephenson wrote "the rules are believed to operate more favourably for Anglo-Vernacular than for Vernacular schools; though the comparative stagnation of vernacular education is ascribed more especially to an ever-increasing desire on the part of the natives for instruction in English." Not only was there an increase in the *grants given* to Mission schools, grants to schools under Hindu management also showed a substantial advance, from Rs. 13,297 in 1864-65 to 24,433 in 1865-66. The majority of the private institutions came under the category of lower class schools, the other classes of schools being called higher class and middle class schools. The principle on which schools were classed as Higher, Middle and Lower class schools was not very clear. Mr.

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the Madras School Book Society, with translation of easy passages into a vernacular.

(7) *Writing*, from dictation, out of English Reading Book.

(8) *English Grammar*, Etymology and the Syntax of simple sentences. Application to be made to the Reading Book.

SCHEDULE B.

Grants to pupils passed under the several standards.

	Vernacular.						English or extra Language.			
	1	2	3	4	5		6	7	8	
	Reading.	Writing.	Arithmetic.	Grammar.	Geography.	Total Rupees.	Reading.	Writing.	Grammar.	Total Rupees.
1st Standard.	1	½	1	...	...	2½	...	...	...	...
2nd do. ...	1½	1	1½	...	...	4	...	...	...	...
3rd do. ...	2	1	2	1	½	6½	2	1	...	3
4th do. ...	3	1	3	1½	1½	10	3	1½	1½	6

(a) For English and Eurasian children, the English

E. B. Powell, the Director of Public Instruction writing in 1867, said:—"In order that a school may be entitled to a place in the higher class, it should have a staff of teachers adequate to the education of youths up to the Matriculation standard, and it should also, as a general rule, have passed some pupils at the Matriculation examinations; moreover, a matriculated student or two, produced by a sort of spasmodic effort, however creditable such a result may be to the teacher, will not afford sufficient ground for reckoning a school in the higher class. As regards Government schools, it may be mentioned, the course adopted has been to rank all Zillah schools and more advanced Institutions in the higher grade, Anglo-Vernacular and *Taluq* Schools being counted in the middle class." The number of private colleges at the close of 1870-71 was 7. One of them the Free Church Mission Central Institution—the present Christian Col-

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language may be taken as the vernacular; and, in the place of English as an extra language, one of the vernaculars of the Presidency—Tamil, Telugu, Canarese, Malayalum and Hindustani—may be brought up.

(*b*) In the case of girls' schools the grants will be 50 per cent. higher; and, in addition, a grant of Rupees 2 will be given for tolerably fair plain needle-work, and one of Rupees 4 for decidedly good work of the same description. A capitation grant of one Rupee a head will also be allowed, *as a temporary measure*, upon the average daily *attendance* during the year.

Special Regulations in connection with the system of "payment for results."

Only one examination within an official year will be claimable by a school; but, to meet the case of indigenous schools, half-yearly examinations will, when practicable, be given to such schools, and half the prescribed annual grants will be issued upon the result of each examination.

2. To be eligible for examination, a pupil must have attended six months at the school in which he is reading; and, to count a month's attendance, a pupil must have attended at least 15 days in that month.

3. A pupil is not to be presented for examination under any standard who has already passed for that standard at another school.

lege—was a first grade college, *i. e.*, teaching up to the B. A. degree examination. This institution first sent up candidates for the B. A. degree examination in 1868-69, passing 5 out of a total of 40 successful candidates for that year. These seven colleges contained 15[illegible] pupils in the collegiate department. Three of the colleges were located in Madras,—the Free Church Mission Central Institution, the Doveton Protestant College, and the Sullivan's Garden Seminary (which was partly a theological institution). The Church Missionary Society had a College at Masulipatam and the Gospel Society one at Tanjore. There was also the St. Joseph's College at Negapatam and a private institution established by Mr. Stanes at Coimbatore which sent up candidates for the F. A. examination in 1868-69. There were at the close of 1870-71 five Government colleges, two of them teaching up to the B. A. degree examination. Three out of the four Provincial Schools

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4. Where the inspection of a school is made annually, a pupil will not be allowed to pass more than once under any standard, save the fourth or highest. For the fourth, a pupil will be permitted to pass twice at the same school.

5. Where the inspection of a school is made half-yearly, a pupil may pass twice for each of the 1st, 2nd, and 3rd standards, and four times for the 4th standard.

6. In the case of half-yearly examinations, the first may be made somewhat less severe than the second.

7. An application, in a prescribed Form, must be made to the Inspector of the Division by the managers of a school seeking aid under the system of payment for results; and at the same time, a copy of the application must be forwarded by them to the Office of the Director of Public Instruction. An application for inspection under this system must reach the Inspector at least three months before; in the course of his ordinary tour, he will visit the District in which the school is situated. If this condition is not fulfilled, the Inspector will be at liberty, should his arrangements render it decidedly inconvenient for him to visit the school, to let the application stand over till the following year's tour. In this case, the Inspector is to send a memorandum of the course pursued by him to the managers of the school, and a copy of the same to the Office of the Director of Public Instruction.

which existed in 1855-56 had been raised to the rank of colleges, *viz.*, those at Combaconum, Calicut, and Bellary; the first in 1867 and the two last in 1867-68. The Provincial School at Mangalore, established in 1866, was made a Second Grade College in 1868. The Provincial School at Rajahmundry still continued to be a High school. When these Provincial schools were first established, it was intended that they should eventually be raised to colleges, to serve as central institutions for the several parts of the country in which they were located. The number of students in the collegiate departments was 288. The number of private, High and Middle schools at the close of 1870-71 was 448 with 29,301 pupils, whilst the number of government High and Middle Schools rose from 7 in 1855-56 to 82 in 1870-71. The number of Primary Schools for boys in 1870-71 was 2,474 with 55,835 pupils. The number of mixed Primary Schools

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8. When the preliminary conditions are fulfilled, the Inspector will examine the children presented to him according to the standards specified by the managers of the school. After examination he will furnish the managers with a memorandum showing the pupils examined and passed under each standard, and the grant claimable in consequence. This memorandum is to be submitted to the Director of Public Instruction by the managers, with an application requesting that the sum stated by the Inspector to be claimable may be paid to them. On receiving the application and memorandum, the Director of Public Instruction will take immediate steps to pay the money.

9. Schools receiving aid under the salary grant system cannot claim assistance under the "payment for results" system, and *vice versa.*

10. All schools receiving aid under the system of "payment for results" will, similarly to schools under the salary grant system, have to furnish such returns and statements as may be called for by Government.

11. To pass at an annual examination for any head belonging to a standard, a pupil must secure one-half of the marks assigned by the Inspector to that head. The Inspector is at liberty, however, to allow a *small* deficiency under one head to be compensated for by superior proficiency under another.

was 264 and contained in all 9,007 boys and 2,136 girls. The only Government Primary Schools were the 16 Hill schools of Ganjam, and the Yenadi school in the district of Nellore. The total number of pupils in all the Government institutions was 10,089 of whom 12 were girls. The part taken by Government in primary and female education had thus been all but exclusively by means of Grants-in-aid. The net expenditure of Government in its own institutions for general education rose from Rs. 95,704 in 1865-66 to Rs. 213,472 in 1870-71. There were 8 Government Normal schools in 1870-71 for training male teachers with 188 students, and one for training female teachers with 7 students. The number of private institutions for training schoolmasters maintained by Missions was 5 with 206 students, and for training schoolmistresses one with 58 students, which was also maintained by a Missionary Society.*

Female Education.

It was only in 1866 that the subject of female education came under the serious consideration of Government, though previous to that year the several Missions had taken practical steps towards the establishment of elementary schools for girls. The subject, of course, naturally, for many years past, engaged the attention of educated natives, but, omitting the establishment of a few schools, in which elementary instruction was conveyed to girls of a tender age by male teachers, the result had been rather in words than in acts. A stimulus was afforded to female education by a visit from Miss Carpenter, whose philanthropic exertions in England to improve the more neglected sections of the community were well-known. At several meetings in which this lady took part, the following points were debated: (1) whether the time

* For statistical tables shewing the development of education between 1855-56 and 1870-71, *Vide* Statistical Table I.

had arrived for Government to take a direct share in female education, and (2) if so, what is the direct work which it is advisable Government should undertake. In the discussions, very conflicting views were put forward. It appeared, however, that the general feeling was that Government should, at any rate, not do more than establish a Normal School for training female teachers. Even action, to this extent, which was what Miss Carpenter advocated, was not taken till after sometime owing to the heavy expenditure involved. The educational Department, however, set about collecting, as far as possible, reliable information regarding girls studying in schools unconnected with the Department. On the 31st March 1868, there were 6,510 girls under instruction in schools connected with the Educational Department. The statistics received from non-departmental schools—which were mostly under Mission management—shewed 4,295 girls under instruction, of which number 399 were returned as Europeans and Eurasians, 2,420 as Native Christians, 1,365 as Hindus, 29 Muhammadans and 82 others. The larger proportion of Native Christians than Hindus is noteworthy. Out of the 4,295 only 700 were entered as learning English. The total number of girls that received instruction in the Madras Presidency in 1868 may be taken as exceeding 10,500. The figures, however, were considered to be more or less inaccurate. Speaking of the nature of instruction imparted to the girls, the Director of Public Instruction remarked:—"In almost all cases the instruction conveyed was of a very elementary stamp; and in too many instances, I fear the teaching is productive of no permanent effect beyond rendering the pupils better disposed towards female education, and so paving the way for the instruction of a succeeding generation." Omitting Madras and Tinnevelly, where female education was most extended, the dis-

tricts which showed the largest attendance were Malabar and Tanjore. It is right to notice here the efforts that the Maharajah of Vizianagram made to encourage female education on his estates. In 1868 he established a school at Vizianagram for Rajpoot and Brahman girls, at an annual cost of about 12,000 Rupees. The school though unconnected with the Department was under Government inspection. In an order, dated 26th November, 1868, His Excellency the Governor made the following remark :—"The Government of Madras have frequently acknowledged the enlightened and liberal spirit in which the Maharajah of Vizianagram fulfils the responsible obligations of his position as a great landed proprietor, and they now receive with the greatest satisfaction this further evidence of the Maharajah's desire to promote the welfare of his countrymen, as shewn in the practical and generous aid which he has given to the cause of female education in India." In 1868 the Government of India was pleased to assign, as an experimental measure, an annual sum of Rs. 12,000 for five years, for the support of a Government Female Normal School at each of the three Presidency Towns. The Hindu community were required to make provision for a few stipends and the guarantee of money for stipends was made conditional upon Hindu caste females being alone admitted to this school. At first there was some difficulty experienced in securing pupils but this difficulty was overcome gradually. The school was formally opened in December 1870, with Miss Bain, now Mrs. Brander, as the first Superintendent. Mrs. Brander, as first Superintendent of the Female Normal School, and afterwards as Inspectress of Girls' Schools, has contributed no mean share to the development of female education in this Presidency. At the close of 1870-71 the number of girls' schools in the Presidency was returned as 138 of which

91 had middle departments and one a high department and the number of pupils was 10,185. According to the census of 1871, of the Native Christian females of school going age only 1 out of 10, and of Hindu females only 1 out of 509, had received any education. But of a population of 1,880,720 Muhammadans, very few girls had received instruction in schools.

Formation of a sound Vernacular literature.

In the order of Government No. 275 of the 31st July 1868, the Director of Public Instruction was called upon to furnish "a brief report as to what has been, and is being done in the Presidency for the formation of a sound Vernacular literature." In reply to this order, the Director said :—"It will be seen that the formation of a sound Vernacular literature is now the main object of the body formerly termed the Madras School Book Society. It cannot be doubted that the creation of such a literature is of the highest importance; but this is a work which can only be accomplished gradually, as an improved elementary education becomes diffused throughout the Native community. The few Hindus who have received a fair education draw upon works in the English language for their literary pleasures, and for such further information as they wish to acquire while engaged in the business of life; and it must be stated with regret, that, as a general rule, they do little or nothing towards the improvement of their Vernacular literature. As yet the masses have been scarcely touched by our educational operations; and, even if elementary instruction of a sound description were diffused to a much greater extent than it is, the substitution of new literary books for those now possessed by the Hindus, which have their roots in the past history of the people, could only be effected very slowly." The Madras School Book and Vernacular Literary Society had two objects in view, one the pre-

paration and publication of school books for natives, the other the formation and diffusion of a sound vernacular literature. When originally established some fifty years ago, the society confined its attention to the first object; but in 1865 it came to the conclusion that the time had arrived for endeavouring to supply wholesome and instructive reading to the increasing number of educated natives. The Society started a Tamil Magazine under the title "Janavinodini," which did not prove a success. Besides the School Book Society there were two other societies, which had for their object the preparation of school books and the promotion of literature; they were the Upayuka Grandha Karana Sabha (or Society for the Preparation of Useful Books) which had been set at foot by the past students of the Government College and the South India School Book Society. The former did not last long but the latter has done a great deal not only in the way of providing Mission Schools with similar books, English and Vernacular, but also by encouraging Vernacular literature.

Muhammadan Education.

The education of Muhammadans engaged the attention of Government from an early period, but owing chiefly to the apathy of the Muhammadan community much progress was not effected. The education given in the Yeomiah schools, which were institutions of a religious and charitable character, was confined to teaching the pupils merely to read the Koran in a mechanical manner. On a representation being made of their utter worthlessness in an educational point of view, Government were pleased in their Order No. 266 of the 23rd October 1863, to give the following instructions: "The Yeomiah schools......... should in future be excluded from the returns as well as from the Educational Budget. The Yeomiahs are charitable grants made by the former Government,

which have been continued by the British Government and should be charged in the annual budget to the head of charitable allowances. The Madrasa-i-Azam which was established in 1851 by His Highness Azam Jah Bahadur became a Government institution in 1860. This together with another Government institution the Mylapore Middle School and the Harris School were the only high class institutions in Madras specially intended for Muhammadans at the end of the period under review. The Harris school originated in a legacy of £1500 from the Hon. Sybil Harris, which was handed over to the Church Missionary Society for the erection of a school for Muhammadans. The school was opened in 1857. It reached the high school standard in 1866, when a Matriculation Class was formed, from which one candidate passed. In 1870-71 the total number of Muhammadan boys under instruction throughout the Presidency was 4,301. A very large majority of the Muhammadan boys belonged to the primary classes. Few of them were to be found in the middle school classes, and fewer still in the Matriculation classes; and a Muhammadan student in a college class was quite a rarity. During the fourteen years that the University had been holding its several examinations, only 41 Muhammadans passed the Matriculation examination, five the F. A. and none the B. A. examinations. The numbers that had gone up for the lower University examinations—181 for Matriculation and 41 for the First Examination in Arts—were not more encouraging.

Progress of the University of Madras.

This is an appropriate place to consider the history of the University between the years 1857 and 1871. During the early years, the number of candidates that appeared for the Matriculation Examination was very small and Mr. A. J. Arbuthnot writing to Govern-

ment in 1860 accounted for it as follows:—"This unsatisfactory result I am disposed to attribute, in a great measure, to the rules passed in 1858 for regulating the admission of candidates into the Uncovenanted Civil Service, the examinations for which having hitherto been open to all comers without the payment of any fee, while the standard has been pitched much lower than that of the University,—the rules providing that, as regards eligibility for admission to the public service, the University Matriculation test should be equivalent only to the lower service test, while the standard of the former is on the whole higher than that of the higher service test—have tended to discourage many candidates from resorting to the University Examinations." The University examinations were, however, soon connected with the Public Service and this gave to the former a tangible value in the estimation of the native community. The following statement shews the steady progress there was in the numbers passing the University examinations in Arts and Law during the period under consideration:—

Years.	Matriculation.	First Examination in Arts.	Bachelor of Arts.	Master of Arts.	Bachelor of Laws.	Master of Laws.
5 years ending in 1861	155	...	21	...	4	...
5 years ending in 1866	780	149	41	...	12	...
5 years ending in 1871	1,793	703	135	6	52	2
Total ...	2,728	852	197	6	68	2

There were, besides, 8 Bachelors of Civil Engineer-

ing, 2 Bachelors of Medicine and 1 Doctor of Medicine. Of the 2728 candidates that matriculated up to 1870-71, 1,331 came from Government and 977 from aided schools, the remaining 420 were educated privately or in schools and colleges beyond the limits of the Presidency. Of the 852 that had passed the F. A. Examination, 414 were from Government and 203 from aided colleges; and of the 197 Bachelors of Arts, 157 belonged to Government against 12 from aided Colleges. The remaining 135 First in Arts men and 28 B. A.'s, had been educated privately or were from colleges outside the limits of the Presidency. It was in 1863-64 that the F. A. Examination was first interposed between the Matriculation and the B. A. degree examination. The course for the B. A. degree extending over three years, candidates for the F. A. examination were allowed to go up one year after matriculating. But the interval between the Matriculation and F. A. examinations was afterwards extended to two years, so that those who matriculated in 1869 could go up for the F. A. examination only in 1871. For the B. A. degree examination originally a candidate had to pass in (1) English, (2) Optional Language, (3) History, (4) Elementary Mathematics, (5) Moral Philosophy and (6) one out of these alternative subjects, (*a*) Mixed Mathematics, (*b*) Logic and Mental Sciences, or (*c*) Physics, Inorganic Chemistry, Physiology and Physical Geography. The examination for the B. A. degree was thus very extensive though it did not allow of much specialization. In reporting on the results of the examination in 1859-60, the examiners contrasted the attainments required for a mere degree in the Indian Universities with those required for a degree at Oxford and Cambridge thus :—" A pass at Oxford and Cambridge is attainable with very moderate exertions by persons of very moderate abilities. In the present

case, the standard is relatively higher, the range of subjects wider and the requisite exertion is greater. The B. A. degree of the Madras University may, therefore, be looked on essentially as an honorable distinction." In 1858-59, the rule which required every candidate for a degree in Law to have previously taken a degree in Arts was cancelled and the examination for this degree was opened to all students who had completed 3 years from the date of the entrance examinations. In 1863-64 the distinction originally drawn in some cases between ordinary and honour degrees of the same name was done away with and a higher degree was made to correspond with a more extensive range of attainments. In the same year the standard of the examination in Law was raised and the subjects of examination, which were originally laid down in a vague and unsatisfactory manner, were distinctly specified. In the room of the degree of the Bachelor of Laws with honours a new degree that of Master of Laws was instituted. At the establishment of the University two degrees were provided in Civil Engineering, *viz.*, those of Graduate (G. C. E.) and Master (M. C. E.) The designation of the lower was changed from Graduate to Bachelor and the higher degree was placed in abeyance. In 1869-70 greater extension was given to the *vivâ voce* portion of the B. A. degree examination. In 1870-71 Mental Philosophy became an essential subject for the B. A. examination and Logic and Moral Philosophy optional. Up till then Moral Philosophy had been an essential subject and Logic and Mental Philosophy optional. In these subjects special text books were prescribed.

Section III.—Education between 1871 and 1881.

III and f 1871.

The introduction of the Towns' Improvement Act and the Local Funds Act, which received the assent of the Governor-General on the 28th March 1871, and were brought into force, the former from the 1st May, and the latter from the 1st April of the same year, was one of the most important events in the educational history of the Madras Presidency.* Although these Acts did not define the description of education to which Local and Municipal Funds were applicable, still it was distinctly intimated by Government that they were intended mainly for the maintenance and improvement of elementary education. The exceptions allowed were Higher class and Middle class schools hitherto maintained under the Madras Education Act of 1863; institutions for medical and technical training; and certain cases not defined, in which Government saw fit, on the representation of the parties concerned, to sanction a different course. The cost of certain classes of elementary schools and of all schools hitherto known as Rate schools was paid in Municipalities from Municipal funds, and in rural tracts from the proceeds of a house-tax, of which the maximum range was from 4 annas to Rs. 5 per annum. This tax was levied within an area delimitated for educational purposes under the designation of Union, and consisting of one or more villages, so situated that the school was not more than two miles and a half distant from the houses of any of the rate-payers. In 1871-72, there were altogether 263 Union schools with an attendance of 8,067 scholars. Schools of the lower class on the Results' system were aided from general local funds and not from the house-tax. As Middle

* *Vide* Appendix F.

class schools were now aided from Provincial Funds and Lower class schools from Municipal and Local Funds, it became a matter of great importance to lay down some precise line of demarcation between these two classes of schools. The subject was discussed in 1871-72 at a conference of Inspecting officers. The majority of Inspectors were of opinion that the standard of Lower class schools should not be above the Third Standard of the scheme for Results' grants, omitting English. Mr. Powell considered, however, that it was very undesirable that every elementary school, reading up to the Third Standard, should be able to get itself transferred to the Middle class by the mere introduction of a little English, and Government concurred with him in thinking that the Third Results' standard, inclusive and not exclusive of English, should be laid down as the limit of instruction for a Lower class school. It was also ruled that the accidental passing of two or three boys for the Fourth Standard should not entitle a school to be transferred from the Lower to the Middle class, and that in cases of a doubtful nature, the decision of the Director of Public Instruction should be binding upon the Local Fund Boards. Certain other charges incurred in connection with elementary education were also transferred to Municipal and Local Funds. These were defrayed from the land-cess and from Municipal rates. Under this head came two-thirds of the salaries, office and travelling allowances of the Deputy Inspectors. Speaking of this system, Lt.-Col. R. M. Macdonald, the Acting Director of Public Instruction, wrote in 1872:—"It seems very doubtful whether the system, under which a portion of the salaries not only of the new Deputy Inspectors, but also of the Deputy Inspectors already in the service of Government is to be paid out of Local and Municipal Funds will be found to answer. Already difficult questions

have arisen as to the position of the whole of the Deputy Inspectors as regards leave, acting allowances, transfers and promotions. The general status of this valuable class of officers has been undoubtedly lowered, for not only have they ceased in some measure to be Government servants, but their average salaries have been greatly diminished. Hitherto a Deputy Inspector has had before him the prospect of rising from Rupees 100 to Rupees 300. The maximum salary of all the new Deputy Inspectors is now fixed at Rupees 100." It was also originally intended that one-fourth of the cost of all the Government Normal Schools should be debited to Local and Municipal Funds, but the only Normal Schools with regard to which the Government was relieved of a portion of its expenditure, were those of Vizagapatam, Cannanore, Mangalore and the Normal class of Narsapur. The others supplied few or no teachers to elementary schools hence it was considered inequitable to throw any portion of the cost of these schools on Local and Municipal Funds. The Madras Municipal Act IX of 1867, which related solely to the Presidency Town, did not contain any reference to education. It was therefore supplemented by Act V of 1871, which was passed on the 1st April 1871, nearly simultaneously with the Towns' Improvement Act and the Local Funds Act. This Act, which was known as Madras Municipal Act V of 1871, provided that the funds of the Municipality should be applied to the diffusion of education, and with this view the construction and repairs of school houses, the establishment and maintenance of schools, either wholly or in part, by means of Grants-in-aid, the inspection of schools and the training of teachers. There were no rules under this Act and there was no reference to the subject of education in the Municipal bye-laws.

Effects of Acts III and IV of 1871.

It was asserted in a paper laid before Parliament on the 29th July 1870, that the Madras Presidency had not kept pace with the other provinces in the extension of primary education, and one of the causes to which this shortcoming was ascribed was the absence of that hearty and cordial co-operation between the District and Educational authorities, which distinguished the reports from the Punjaub, Oude, and the Central Provinces. Acts III and IV of 1871 were specially introduced to remedy this defect and met with the required success. The large sphere of action of Local Fund and Municipal Boards in the matter of Elementary education was evidenced by the fact that in 1872-73, 4,081 schools with 110,078 pupils were supported by or drew their entire aid from such Boards; in 1871-72 the corresponding numbers were 2,361 and 63,898 pupils. On the 28th March 1873, Government issued Proceedings No. 426, Financial, ordering that the imposition of the house-tax, the source from which Union schools were to have been supported, should not proceed any further, and that at the end of 1872-73 the tax should cease. During 1873-74 the Union schools already sanctioned were maintained from unallotted balances of the general fund of the various circles; and, where the balances did not suffice, a special grant was made from Provincial Funds to meet the deficiency. After 1873-74 the schools were to be supported from the General Local Funds, while Local Funds were to be relieved from the contribution hitherto required from them for the cost of Deputy Inspectors and Normal schools, which were to be resumed by Government as *in toto* a Provincial charge. This modification of the policy laid down in Act IV of 1871 led many to fear that funds would not be forthcoming to allow of the development of elementary education, although Government came to the conclusion that the arrange-

ments contemplated would provide sufficient funds to carry out the schemes which had been matured. In 1872-73 there were 322 Union schools of which 242 were of the Lower class. Strictly speaking, Union schools should have belonged to the Lower class; exceptions, however, were made in favour of Rate schools and a few other institutions. To attract pupils two measures were adopted by Local Fund Boards both of which were to be regretted; in the first place a smattering of English was often taught; and in the second, either fees were altogether excused or merely nominal ones imposed. "There seems reason to fear," wrote E. B. Powell, the Director of Public Instruction, in 1873, "that the object of Government, *viz.*, to diffuse improved elementary education among the masses, may be set aside by the machinery which has been adopted to attain it; the natives who find seats at Local Fund Boards and the leading members of Sub-Committees which have the immediate supervision of Union schools, are, to a large extent, officials, who naturally desire to get an English education for their children and the children of their friends with as little expense to themselves as possible. Union schools should be vernacular ones, and moderate fees should be charged at them; but then it is questionable whether, in the present state of things, such schools would secure a fair attendance."

llegiate ducation.

The progress in Collegiate education during the period under review was very considerable. In 1870-71, there were 5 Government and 7 Private Colleges with an attendance of 274 and 121 in them, respectively. In 1880-81, there were altogether 24 Arts Colleges, of which 10 were Government institutions with an attendance of 691 scholars and 14 Private institutions with an attendance of 830 scholars. In

1870-71 the number of First grade Colleges was 2 and they were the Presidency College and the Free Church Mission Institution; in 1880-81 the number of First Grade Colleges was 7 and they were the Presidency College, the Kumbaconam College, the Rajahmundry Colleges,—all three Government institutions—the Madras Christian College, S. P. G. College, Trichinopoly, St. Joseph's College, Negapatam, and the Doveton Protestant College. Of the 17 Second Grade Colleges in 1880-81, Government maintained 7. These Colleges were situated at Berhampore, Bellary, Cuddalore, Salem, Madura, Calicut, and Mangalore. The leading Colleges underwent some important developments during the period under review. In February 1875, a Professor of Physical Science, Dr. W. H. Wilson, was appointed to the Presidency College. Mr. E. B. Powell, who did a great deal for the development of the Presidency College, was in charge of the institution till 1862, after which he served in the capacity of Director of Public Instruction for 12 years. Mr. Powell was succeeded by Mr. Edmund Thompson, M. A., another most distinguished educationist. Mr. Powell left India on the 31st March 1875 after having put in a service of upwards of 34 years. His old pupils and other native friends have paid a most eloquent tribute to Mr. Powell's usefulness as an educationist by putting up a statue in the Presidency College. In January 1877 an important change took place in the Central Institution of the Free Church of Scotland. It became the representative more or less directly of all the Churches of the Reformation and came to be known from thence as the "Free Church Institution and the adras Christian College." The Church Mission- y Society and the Wesleyan Methodist Mission- Society agreed to give pecuniary help to nstitution and the funds available were expect- secure as a "minimum staff for the Colle-

giate Department five Professors, with two Assistant Professors, and such Pundits as may be from time to time required." The ideal aimed at was that of a College separate from any school department and not dependent on any one Church or Missionary Society. A chair of Physical Science was established in the year 1873. Even as early as in 1870-71 the Central Institution of the Free Church of Scotland, owing to the earnest labours of the Rev. Wm. Miller, not only came to be recognized as the largest, the most advanced, and the most successful of all the aided colleges and schools, but also as a formidable rival to the foremost of the Government Colleges. The Rev. Wm. Miller arrived in Madras in December 1862. The cause of higher education itself owes no small share of its development to the indefatigable labours of the Rev. Wm. Miller, who is known as the prince of Educationists. Mr. W. Porter, M.A., who took charge of the Kumbaconum College in the year 1863, also brought that institution to a very high state of efficiency. Commenting on the results of the College, in 1872, the Director of Public Instruction wrote:—"When it is remembered that this College commenced educating up to the B. A. degree within the last four years, this result, which has only been twice surpassed in the Presidency College itself, must be regarded as eminently creditable to its distinguished Principal, Mr. Porter, under whom this College promises to become the Cambridge of Southern India." In June 1878, Mr. Porter, who had been connected with the Educational Department for 15 years, and under whom the Combaconum College attained its eminent position, was appointed Tutor to the Maharajah of Mysore. After Mr. Porter the Principalship of the Combaconum College was held for some little time by Mr. T. Gopala Row, one of the most distinguished native educationists of Southern India.

The advocates of higher education have been obliged from time to time to meet hostile criticisms on the system of Collegiate education pursued in this Presidency. In 1871, Dr. John Murdoch, one of India's truest friends and whose name is so well-known in connection with the Christian Literature Society, addressed an important letter to Government. It is with reference chiefly to this letter that Col. Macdonald made the following remarks in 1872:— *Col. Macdonald on the results of Higher Education.*

"Hostile criticism in this and the other Presidencies, summed up in its most exaggerated form, asserts that the so-called educated Hindu is an atheistical, immoral, disloyal, conceited, unmannerly, effeminate and selfish individual, with no real taste for scientific or literary pursuits, and no object in life beyond obtaining Government employment, or making a fortune by legal practice. Even hostile criticism can, however, hardly deny that in this Presidency at least educated Hindus are filling important offices around us in an honorable and creditable manner; that a higher tone is being diffused by them through the public service; that in integrity and truthfulness they stand immeasurably above the men of the past generation; that many of them are striving with success to diffuse the blessings of education among their countrymen; and that the number of educated Hindus who can be pointed to as having brought dishonour on the training which they have received is singularly small. In estimating the religious and moral results of our teaching, sufficient allowance does not seem to be made for the trying position in which the Asiatic mind is placed under the influence of European thought.

"Excessere omnes adytis arisque relictis
Dii, quibus imperium hoc steterat."

Religion is necessarily banished from our schools. Ethics have hitherto been taught only in the B. A.

course, and from the year 1874 Moral Philosophy is to disappear altogether, except as an optional subject. The natural sciences, which bring men of all creeds into one common temple, and exhibit to all alike a Supreme Being, hourly revealing himself in all the phenomena of nature, are practically a sealed book to the Hindu student, for they also belong to the optional part of the B. A. course. Dr. Murdoch perhaps expects more from Moral Philosophy than it is likely to yield. Macaulay doubted whether Seneca's three books On Anger ever kept anybody from being angry, and the remark applies to all moral instruction as distinguished from moral training. In Europe the play-ground and the domestic circle are the two great spheres in which the character is formed, and moral precepts are reduced to practice. The former unfortunately can hardly be said to exist at present in this country and the absence of it accounts for much more than the want of manliness and physical energy, of which English critics complain. And, as long as the women of this country remain uneducated, the influence of a home here must be very different from that of an English home. Admitting, however, all that may be said on this side of the question, it does seem to be a mistake to banish from our schools and colleges, in a country in which the public code of morality is often essentially false, all systematic instruction in that science, which 'teaches men their duty and the reasons of it.' The practical exclusion of the natural sciences from our course seems also much to be regretted. The most eminent thinkers are coming to the conclusion that the neglect of them in Europe has been a grievous error. The intellectual discipline which the experimental sciences are calculated to afford would be particularly valuable in correcting the dreamy and impractical turn of mind which characterizes the

Hindu student. Some knowledge too of the laws of health, apart from its importance to the individual himself, seems very desirable among men who, as members of Municipal and Local Fund Boards, are expected to discuss and decide on sanitary measures, and who ought to be our main instruments for spreading some idea of the advantages of such measures among their countrymen. I also agree with Dr. Murdoch in considering that Political Economy is very unwisely ignored in our scheme. The recent imposition of new taxes, the general rise in the prices of the necessaries of life, and the frequent occurrence of dearths and famines seem to render it desirable that sound elementary notions on this class of topics should be diffused throughout the country. The history of Trades' Unions in England and of Communism in France shows how much danger may lurk in hazy notions of the relative rights of labour and capital, and seems to indicate that Political Economy, which especially concerns the masses, should be taught to the masses, if not in their own interests, at least in the interests of society at large. This subject enters at present into one of the optional branches of the M. A. course, and the propriety of making it a [illegible] of a Collegiate, much less of a school course, will certainly not be generally admitted. I have always thought that some elementary notions on this subject might very well be diffused through the medium of books modelled on the plan of Archbishop Whateley's Easy Lessons on Money Matters and Miss Martineau's Tales, and it may be remarked that Mr. Arbuthnot, when Director of Public Instruction, prescribed a translation of the former as a text-book for the fifth class of our Taluq schools. This part of the scheme, however, if it was ever carried out, seems to have fallen into abeyance." With regard to the intellectual results, however, of the system of higher educa-

tion, Col. Macdonald admitted that it did not result in producing any real taste for either literary or scientific pursuits. "In Europe the genuine student sighs for the hour which will release him from further examinations and leave him at liberty to commence the real studies of his life. In India education seems to be viewed merely as a stepping-stone to preferment. The student pants for more examinations, and in the same way as he has mastered and thrown aside certain text-books in literature, history, and mathematics, he proceeds to master all the various codes, manuals and rules prescribed for the different tests of the Uncovenanted Civil Service. The number of persons who have passed the examinations laid down for Deputy Collectors, Principal Sudder Ameens, District Munsiffs, Tahsildars, and other similar posts is so enormously in excess of the demand that the majority of the applicants for these appointments must be doomed to a life of disappointment, and any scheme which would reduce this great and growing evil would be a boon to the public service, and to the cause of education. The secret of the failure of many a Government school and of the unsatisfactory work done in many a public office is to be traced to a small volume huddled away in the recesses of a desk and brought out for furtive study by the master or the clerk in school or office hours. The school declines or the work of the office falls in arrears, but in due course the *Gazette* chronicles another addition to the long list of men who have passed the special tests. A positive dislike for any reading beyond that contained in newspapers seems to be the natural result of these habits. The stunted intellectual growth of the Hindu, after reaching a certain point, may also be partly attributed to the premature forcing to which he is subjected, a process which must be alike injurious to his mind and his body. The increasing difficulty of the examination

papers demands increased exertion, and several cases have, I understand, occurred of late years of very promising young men dying of disease brought on by over study. Some amount of leisure is absolutely necessary, if a habit of general reading is to be acquired, as it should be in youth; but the Hindu boy never plays and never allows himself any time for light reading. Under the present scheme of study, a boy matriculates in five or six years and takes his degree four years later. But by denying himself all recreation, a youth of more than average ability sometimes succeeds in getting through the first part of the course in a still shorter period. Sometime ago I received an application for employment from a young man, who produced a testimonial from the Principal of the institution in which he was employed, certifying that he had taken his degree seven years after he had commenced learning the English alphabet. These may be exceptional cases, but everything seems to point to the conclusion that the school course should be extended to eight years; that some specific encouragement should be given during that period to general reading in the form of historical novels, travels, biography and natural history; and that boys should not be permitted to matriculate before the age of fifteen or sixteen." Col. Macdonald's suggestion for the extension of the school course has practically been carried out.

Messrs. Powell and Thomson on Higher Education.

Mr. E. B. Powell, the Director of Public Instruction, referring to Col. Macdonald's suggestion, regarding the curricula of studies contained in the above para., made the following observations, in 1873:—" It is unquestionable that everywhere the old curriculum of studies will have to make room for some new subjects calculated to give a wider and a clearer view of nature and her laws, and to draw forth the powers of

observation implanted in man, but hitherto left undeveloped in most countries, and especially in India. It must be recollected, however, that the time for study is limited while the new branches of knowledge claiming attention are more than one or two; it is a matter of difficulty to see (1) what subjects should be introduced as important in themselves, and as affording the mental discipline which is desired, and (2) how the present course should be altered so as to afford room for the introduction of the new studies. Ere very long it is highly probable that ordinary education will have to embrace such subjects as a general knowledge of man's frame and constitution, the elements of physics, the leading principles of law and government, the principles of political economy, the elements of music, including singing, &c. But, before these subjects become part of the ordinary curriculum of a school, a considerable revolution will have to take place; and no doubt, the leading ideas connected with the various subjects will first be diffused in an unconnected and unscientific manner through the upper classes of the community. I am inclined to think that at present, instead of introducing observational or experimental science into the ordinary school course, a beginning should be made by modifying the F. A. and B. A. courses, and making them include, as essential and not merely optional subjects, some branches of observational or experimental science. After experience has been gained in dealing with the higher tests, the action taken with regard to them may be extended to the Matriculation examination and the ordinary school course. By such a procedure, besides other advantages, we should have comparatively little difficulty in securing teachers competent to give instruction in the new subjects, whereas, if new requirements were to be introduced in connexion with the school course, it would be impossible to supply the demand for qualified teach-

ers under the new system. Turning from the subjects of study to the mode in which they are taught, it seems clear that the character of the examination to which the students are subjected will go far to fix the style in which they will gather up their knowledge. In *language*, especially, care must be taken to prevent superficial knowledge and memory carrying off the credit which should pertain to thorough comprehension and reflection. But, as I have already observed, the teachers and the taught are sure to follow the requirements of University Examinations, and by a judicious style of examining, the evil of cramming may be checked, and the reflective faculties of the students encouraged. I may mention, in illustration of the paramount influence of the University, that the officers of the Department found it impracticable to secure the effective study of elementary mechanical principles in school classes, although such study was prescribed for Government schools, simply because the knowledge would not "tell" in the Matriculation examination. So also in the case of hand-writing, which generally is very poor indeed, and in many instances perfectly disgraceful, departmental injunctions have been repeatedly promulgated; but, as no action has been taken by the University to encourage good hand-writing, the injunctions have been without effect." The remarks of Mr. Edmund Thompson on the general effects of higher education, made when he was Acting Director of Public Instruction in 1875, are interesting. After referring to the large increase of pupils in the Kumbaconum College, Mr. Thompson goes on to say:—"Tanjore is no doubt an exceptional district in the matter of higher education, but the desire for College training is not confined to that part of the Presidency, the great development of the Free Church Mission Institution, and the smaller, yet not wholly insignificant, advance made by the

Presidency College sufficiently prove. For my own part I regard this fact with great satisfaction. I believe that we are gradually training a body of men who will for the most part lead lives creditable to themselves and useful to their fellow-countrymen. Much pungent criticism has been lavished on the lapses in English idiom, or the faults of manners exhibited by some of our young graduates. As to the former, I should doubt if the able critics themselves should not make as many mistakes in a familiar letter written in French or German, even though they might have carefully studied these languages, or what is more resided among the people who speak them, an advantage, by the way, not so fully shared by the bulk of our Hindu students as those not intimately acquainted with the subject are apt to suppose; and as to the latter it is probably as much an accident of their youth as of their education. A young man, especially if he be conscious of possessing some intellectual vigour, has no doubt about anything, and lives in the comfortable assurance that what he thinks, or has learned to like, must be right; this is apt to produce a degree of self-assertion that is not pleasing to his elders; but the evil is not confined to young India, and I believe it is not generally considered that an Oxford or Cambridge undergraduate is deficient in self-assertion or disposed to receive with excessive deference the dicta of his seniors. The phenomena, I feel sure, is but a passing one, and in India, as in Europe, these youths now so sharply criticised for conceit or abruptness of manners will, with experience of the world, tone down into sensible and accomplished men. ..... Briefly, then, to conclude this part, it has been said that in recent years a million sterling has been spent on education in the Presidency, and chiefly on higher education. The latter part of this statement is open to the objection that a considerable portion

of what is supposed to be devoted to higher is really spent on middle or even on lower class education, for all colleges have junior departments and many high schools begin from the alphabet. But, be that as it may, the great point is, has the money been well spent, and has it produced good fruit? I believe that all candid minds will admit that it has, and many perhaps will doubt if the same sum of money spent in a different direction would have been so widely productive of good."

Growth of the Grant-in-Aid system.

The progress of elementary education, due to the operation of Acts III and IV of 1871 and the Grant-in-Aid system, during the period under review, was very marked. The activity of Local Fund and Municipal Boards was evidenced by the fact that in 1872-73, 4,081 schools with [illegible] pupils were supported by or drew their whole aid from such Boards; in 1873-74 the corresponding numbers were 5,168 schools and [illegible] pupils, and this increase was steadily kept up afterwards. In 1871-72 the grants sanctioned from Local and Municipal Funds for lower class schools under the 'Results' system was Rs. 68,277. In 1880-81 payments made from Local and Municipal Funds for 'Results' grants amounted to Rs. 101,330. In Government Order, Financial Department No. 1035 of [illegible] December 1874, a report was called for "on the general question of the effect of Results grants in inducing the discontinuance of school fees." Mr. Bowers, one of the Inspectors, reported as follows:—"It is very hard to learn the actual state of things when there exists any inducement to mis-representation. I fear that à priori reasoning on the propensities and habits of the primitive Hindu will lead to a very untrustworthy conclusion. We know that that individual will not pay any demand which he thinks he can avoid paying; that he will not part

with an anna which he can possibly keep; that he will take every anna he can possibly lay claim to. On these principles it is easy to foresee that the people, learning that the master receives money from Government for teaching their children, will be quite ready to believe that the Government has, with paternal liberality, satisfied the schoolmaster's demands; that, therefore, the parents are no longer liable. On the other hand, the schoolmasters, calculating that it is more advantageous to teach a good many boys without fees and secure a large grant, than to teach a few boys who pay small fees and receive no grant or a very trifling one, will be unwilling to drive away boys from their schools who represent Rs. 3 or Rs. 4 at the next examination for grants, especially if there has been expended nearly a year's labour in making them thus profitable. As their conclusions coincide with so much as we can gather from experience, I think we are quite safe in believing that, when the schoolmasters complain of the loss of their fees, they are near speaking the truth." Another Inspector believed that some parents had discontinued the monthly money-payments formerly made to indigenous teachers, but he thought that presents on festivals and at particular stages of a child's instruction were continued to be given. "Upon the whole," wrote Mr. E. B. Powell in 1878, "there seems no reason to doubt that, as the introduction of the Results' system is gradually modifying the nature of Pial schools, it is leading the parents in many cases to reduce their money-payments to the teachers. The play of interests will probably set things right eventually; meantime it will be necessary for the officers of the department to see that the scale of grant is not unduly high."

Changes in the Grant-in-Aid Code

It has been stated that the Salary grant system had been settled in 1865 and the Results' grant system in

1868. In 1868 Mr. Powell submitted a revised code of rules embodying all the modifications which had been ordered from time to time by Government, and making some further additions and changes, the necessity of which he explained. The rules were not sanctioned. Government deemed it advisable to delay the publication of them until it was seen what changes in the administration of the Grant-in-Aid system would be necessary under the Legislative enactments then on the eve of being passed for the imposition of an educational cess. On further consideration, however, Government sanctioned the publication of a section of the revised rules containing the conditions under which grants were to be made for erection, purchase, repair, or enlargement of school buildings. In 1871 an important change in the educational policy of Government was announced. Government stated that it was their intention to employ for the purposes of elementary education some considerable part of the funds hitherto devoted to higher education, and directed Mr. Powell to submit a report on the best means calculated to effect this object. Mr. Powell considered that funds might be set free in two ways: (1) by reducing the scale on which are given salary and other ordinary grants, and (2) by remodelling Government Middle class schools. He pointed out that in Higher class schools situated in favourable localities the fees and the Government grant very nearly met the total expenditure and sometimes exceeded it. He, therefore, recommended that the grants for trained teachers should be reduced from one-half to one-third, and to certificated but untrained teachers to one-fourth, and that no grants should be given to uncertificated teachers. He also suggested that grants for contingencies, books of reference, and prizes should be discontinued, and that grants for servants should

be given only in the case of Higher class schools. The succeeding Director, Col. Macdonald, in May 1875, suggested that some savings might be effected in the grants to Higher and Middle class schools by reducing the rates of salary grants, and by having a scale of grants for untrained teachers lower than that for trained teachers, but went on to observe that :—"Although it is probable that the changes proposed will effect some immediate reduction in the Grant-in-Aid expenditure in Higher and Middle class schools, it will be necessary if Government wish to secure the savings thus produced for elementary education, to declare that either that no fresh grants shall be made on account of Middle or Higher, class schools or that they shall be made by transfers from schools which now receive them to other schools which are as yet unaided. Practically, a limit of this kind has been set for some years in Grant-in-Aid expenditure in the town of Madras; and the educational position of the Tanjore district would, perhaps, justify a similar restriction there. But in the greater part of this Presidency there is still so much to be done that I should hesitate to recommend any such measure with regard to the other districts.... In this Presidency a school which has once secured a grant retains it for an indefinite period, and as has been often pointed out in the annual reports, a very large portion of the amount available for Grant-in-Aid is spent in the town of Madras. It seems very doubtful whether the expenditure can be regarded as altogether justifiable." After long discussion carried on by the Government, the Director, the representatives of Mission education, and the Presidents of Local Boards, the revised Salary-grant-rules were sanctioned towards the close of 1879-80; but their provisions did not come fully into operation until the 1st April 1882. Revised rules for Results Grants were sanctioned in

May 1877. These latter raised the standards in some respects, and reduced the rates by one-third. This reduction was based on the belief that masters and managers were able to make a profit out of the grants even without levying fees, and that the pupils insisted on being taught gratuitously, and even on being subsidized for attending the inspection. The very great decline in the numbers of scholars and schools in 1877-78 and 1878-79 was due partly to the famine and distress that prevailed, but partly also to the stringency of the rules. The South Indian Missionary Conference forwarded a memorial to Government, in June 1879, suggesting some material alterations, and after further discussion, the new rules were issued towards the close of 1879-80 along with those of salary grants. By these, the standards were again lowered, and the old rate of grant was restored. The following were some of the other important modifications introduced in the new Code. Under the old rules, a pupil to be eligible for Results Grants must have attended the school presenting him for at least 90 days during the six succeeding months preceding the examination. The period of attendance was reduced to 75 days in schools in the Nilgiri District and the Wynaad Taluk of the Malabar District, owing to the exceptional climates of the Districts. The next and most important change related to the issue of certifying memoranda. Delay in the issue of certifying memoranda on the part of the Inspecting Officers and in the presenting for payment of certifying memoranda on the part of the Managers of schools had led to serious irregularity in the expenditure on Results Grants. The revised rules laid down strict injunctions to Inspecting Officers to issue certifying memoranda immediately after the examination of schools, whilst the Managers of schools were required to present the memoranda for early payment on pain of

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fine, or even withdrawal of the whole grant for undue negligence. The duty of forwarding a duplicate memorandum to the Director was also discontinued.

Progress of the University of Madras.

Between the years 1872 and 1881, the total number of candidates that appeared for the Matriculation examination was 23,019, of whom 3,053 passed. During this period the total number that appeared for the First in Arts examination was 4,116, of whom 1,624 passed. For the B. A. degree examination altogether 1,372 appeared and 726 passed. During the decade ending in 1880-81, seventeen Bachelors of Arts obtained the degree of Master of Arts;—twelve in Mental Philosophy and Sociology, three in English and Sanskrit, one in English and Latin, and one in Biology. Four Bachelors of Laws obtained the degree of Master of Laws, ninety candidates took the degree of Bachelor of Laws and seventeen took the degree of Bachelor of Civil Engineering.* The great disparity in the numbers passing the Matriculation, F. A. and B. A. examinations suggest the obvious inference that a large number of students go in for the Matriculation examination, who have no intention of prosecuting their studies even up to the F. A. standard. The following were some of the important changes that were made in the bye-laws of the University. From 1871-72 candidates for the *degree of Bachelor of Civil Engineering* were required to have completed two years from the time of passing the First Examination in Arts instead of one year. In the course of 1873-74 it was decided that, in order to secure some sort of guarantee of a Law Student's having carefully and intelligently gone through the subjects demanded at the B. L. examination, he should be required, as a preliminary to examination for the degree, to put in a certificate from the Professor of Law at the Presi-

* Vide Statistical Table III.

dency College, or some other person delivering lectures with the sanction of the Syndicate, of his having attended certain courses of lectures on Law, and of his having passed an examination in the subjects of the lectures. The same year the fee for admission to the First Examination in Arts was raised from Rs. 15 to Rs. 20. The change was rendered appropriate by the prolongation of the F. A. course from one year to two years. It was long felt by the Syndicate that sufficient prominence was not given by the University to the study of Physical Science. Indeed, except as an optional subject in the examinations for the B. A. and M. A. degrees, Physical Science did not appear at all in the curriculum of studies. To remedy this defect it was decided in 1874-75 that all candidates for Matriculation should be examined in Physical Geography and in the elements of Physics, the works on these subjects in the Science Primer Series being adopted as text-books. In the First in Arts examination all candidates were to be examined in Physiology as contained in Professor Huxley's Elementary Lessons on that subject. As it was not considered either desirable or possible to increase the amount of the student's work, it was resolved to omit English History from the list of Matriculation subjects, and Geography from the F. A. scheme, while Indian History in the latter examination was made to give way to Freeman's General Sketch of European History. The changes in the Matriculation examination came into operation in December 1875, and those in the F. A. in December 1876. For the B. A. degree Physical Science was retained as an optional subject, and the course of study improved. Another change of some importance effected in 1874-75 was the removal of Logic as an optional subject with Trigonometry from the F. A. examination. After December 1875, all candidates were obliged to take up

Trigonometry, but after passing they were left free to follow the bent of their inclinations, and for the B. A. degree they were allowed their choice between Mathematics, pure and mixed, Logic and Moral Philosophy, and Physical Science. By-laws were also passed, designed to give greater importance to Translation and Composition in all the Arts examinations, and in the Matriculation examination the weight previously attached to *getting up the text-books* in English was greatly diminished by the provision that in future one of the two papers in that language should consist wholly of passages for paraphrase, and not taken from the text-books, and questions in the language generally, all matters connected with *the text-books* being confined to the second paper. In 1873-74, a new degree in Medicine, or rather perhaps an old degree revived, the Licentiateship in Medicine and Surgery, was established. In 1875-76 the scheme of examination for the M. A. degree was entirely remodelled. Formerly all the Examiners were at liberty, and those in language were required, to put viva voce questions to the candidates. This portion of the examination was abolished. In the first branch (Language) and in the second branch (Mathematics) changes were made in the subjects and in the books prescribed. The third branch formerly comprised Zoology and Animal Physiology, Botany and Vegetable Physiology, Geology and Mineralogy, Chemistry, Electricity, and Magnetism. No one ever passed in this branch, as the range of subjects prescribed was far too extensive. These subjects were distributed so as to constitute two distinct branches. The third or Physical Science branch comprising (1) Experimental Physics, including Light, Heat, Sound, Electricity and Magnetism; (2) Chemistry, Inorganic and Organic, including a knowledge of Quantitative Analysis; (3) Geology, Mineralogy and

Palæontology; while the new fourth branch (Biology) comprised (1) Botany and Vegetable Physiology, (2) Zoology and Palæontology, and (3) Physiology, Animal and Comparative. The old fourth branch comprised Logic, History, Moral Philosophy and Political Economy. The new fifth branch (Mental Philosophy and Sociology) retained three of these subjects, but substituted Psychology and Morals for Moral Philosophy. The general effect of these various changes was to make the Degree of Master of Arts somewhat easier of attainment than it had hitherto been, so as to increase the number of candidates presenting themselves for it. The *vivâ voce* part of the examination was abolished, owing to practical difficulties in conducting this portion of the examination. In 1875-76 an important change was also made in the constitution of the Syndicate. This body had hitherto consisted of the Vice-Chancellor and six Fellows, three of whom belonged to the Faculty of Arts, and three to the Faculty of Law, Medicine and Engineering. It was felt that the Syndicate was not sufficiently representative, and two additional members were accordingly added to the Faculty of Arts. In 1876-77, at the request of Government, Col. Macdonald, the Director of Public Instruction, brought before the Syndicate the question of making the University more self-supporting. Certain changes were accordingly made, which resulted in a saving to the University. Hitherto there had been ten papers of three hours each for the Matriculation examination. This examination was curtailed by four hours, which were deducted from the papers in Mathematics and Geography. The *vivâ voce* portion of the B. A. Degree examination was also abolished, and the marks allotted to the several subjects redistributed. Another series of changes was rendered necessary to check an abuse which was beginning to show itself in connection

with what was known as the general meeting of Examiners. The Matriculation Examiners had hitherto held a meeting at which each Examiner was required to submit his papers, and also the value which he intended to assign to each question, and, in the event of a difference of opinion, the decision of the majority of Examiners present prevailed. There were similar bye-laws for the F. A. and B. A. examination. For the M. A. examination the rule was different, as although a meeting was held at which each Examiner was required to submit his papers to his colleagues for remarks and suggestions, the adoption of them was left to his own discretion. This latter rule seemed *primâ facie* a better one than the former, under which a paper prepared by an Examiner selected for his special knowledge of some one particular subject was subjected to criticisms of those who had no such special knowledge. A good Sanskrit or Tamil scholar was not necessarily a competent judge of a Mathematical paper, or a Mathematician of a paper in Chemistry. The new bye-laws prescribed that at the Matriculation, F. A. and B. A. examinations, each Examiner shall submit his paper together with the marks he intended to assign to each question to his colleagues in the same subject for remarks and suggestions, but the adoption of them was left to the Examiner's own discretion. The general meeting of Examiners was thus abolished. Section XII of the Act of Incorporation provides that, except by special order of the Senate, no person shall be admitted as a candidate for any Degree unless he produces a certificate that he has completed the prescribed course of instruction from an institution authorized in that behalf by the Governor of Fort St. George in Council. For twenty years this section was practically a dead letter. The grace of the Senate on the day of Convocation authorizing admission to Degrees

had been held to be a sufficient compliance with its requirements, and private students in any numbers and without any special permission were allowed to present themselves for examination. For many reasons this was felt to be an unsatisfactory state of things, and after some years of discussion and consideration the law and the practice of the University were brought into harmony by G. O. No. 225, of the 24th May 1877. Private students were not entirely excluded from the University Examinations, but under the revised bye-laws any student of this description before presenting himself for this examination was required to obtain the express sanction of the Syndicate.* The revised rules, however, did not deal with the case of students who, having produced the required certificate for a certain examination and having failed to pass, presented themselves at the next or any subsequent examination. In 1878-79, the only change of importance was the raising of the fees for admission to certain examinations in Law and Medicine. In 1879-80, the test in English for the M. A. Degree was rendered more severe in the language branch by enacting that candidates failing

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* The following were the rules of affiliation approved by Government :—

1. Institutions or Departments of Institutions may be affiliated to the University of Madras in Arts, Law, Medicine and Civil Engineering.

2. The power of affiliating rests, subject to the sanction of the Governor of Fort St. George in Council, with the Syndicate to whom all applications for affiliation must be addressed through the Registrar.

3. In the case of a Government Institution, application must be made by the Director of Public Instruction or other chief Educational Officer of the Province in which it is situated; in the case of any other institution, by the Principal or other responsible officer.

4. Every application must be countersigned by two members of the Senate.

to obtain 40 per cent of the marks allotted to this language, its literature, and to Prose Composition therein shall not pass. Formerly, in order to pass in the language branch of the M. A. Degree examination, it was not necessary that a candidate should secure a minimum number of marks in each language, or even a minimum number in English. Candidates for the Degree of Bachelor of Civil Engineering were required to produce a certificate of having studied eighteen months in an institution affiliated to the University in Civil Engineering. The third change was a concession in favour of candidates for the Degree of Bachelor of Medicine and Master in Surgery by permitting candidates who had commenced their studies for the L. M. and S. Degree without having passed the First Examination in Arts, should they subsequently pass that test and desire to qualify themselves for the above Degree, to count such professional courses as they had attended before passing the First Examination in Arts. In 1880-81, in the curriculum prescribed for the Matriculation Examination, Chemistry was substituted for [illegible] Geography and the marks assigned for Physics and Geography

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5. The application [illegible] contain—

(a) A statement showing the present staff of teachers and the course of study in the faculty in which affiliation is desired.

(b) A declaration that the institution has the means of educating up to the standard under which it desires to be affiliated.

(c) Satisfactory assurance of there being a fair prospect that the institution will be maintained on the present footing for five years.

6. The Syndicate will once in three years revise the list of affiliated institutions; and, in the event of an institution changing its course of instruction or ceasing to possess the means of educating up to the prescribed standard, the Syndicate may, with the sanction of the Governor of Fort St. George in Council, withdraw the privilege of affiliation from such institution.

were readjusted. These changes were brought into force from December 1881. Latin was omitted from the scheme of the Preliminary Scientific Examination in Medicine in 1880-81.

During the decade ending March 31st, 1881, some desirable progress was made in Female Education. The number of girls receiving instruction rose, during this period, from 10,185 to 32,355. Of High schools for girls there were at the close of 1881 eight with 98 pupils, while of Middle schools there were twenty-five English and seven Vernacular with 316 and 58 pupils, respectively. In his report of 1880-81, Mr. H. B. Grigg, the Director of Public Instruction, expressed his strong conviction that for progress in Female Education there were essential (*a*) Normal Schools, (*b*) Government agency. The following extract from his *Report on Elementary Education* shews the extent of elementary education for girls in 1880-81 :— Female Education.

"So far little has been done by Government directly for the education of girls, but about ten years ago a Normal school was established at Madras for the education of teachers for native Girls' schools but it has become in great measure a high school for East Indians and Europeans, and during its existence has only educated 60 Hindu and Native Christian teachers. Some five or six years ago the Government undertook the charge of a few elementary schools for girls which had been established by some Local Fund Boards and Municipalities. With one or two exceptions they are all doing fair work, but are mostly in a very elementary condition. Only four of these twelve schools are situated in towns of any importance. In addition to the Girls' schools maintained by Government, there were in 1879-80 ten Girls' schools maintained by Municipalities and thirteen by Local Fund Boards. But although the Government have done as yet little by direct action for female education, they have aided liberally private enterprise, but as yet with the exception of the towns of Madras and Tinnevelly, Rajahmundry and Cocanada, private effort has not been very successful. But at

the same time there are but few large towns in the Presidency in which a mission society is not offering facilities for female education, and in many cases of late, more especially, the education of the girls of the higher caste. In Tinnevelly, in particular, in pursuance of the policy inaugurated by Mr. Lash of the Church Missionary Society, who developed the Sarah Tucker female training school into an institution mainly for the training of girls of the respectable classes, who would be suitable for teachers in caste schools, between two and three thousand girls are studying in small elementary schools, maintained by the Church Missionary Society in different parts of the district, mostly under the management of a trained mistress assisted by her husband. The Sarah Tucker institution turned out in 1879-80 no less than 35 school-mistresses of the second and third grades. Mistresses educated in this institution are in demand through the Tamil districts, both in mission and secular schools, but it is difficult to induce them to take service far from their houses, except at comparatively speaking high salaries. To supply the demand for female teachers in the central Tamil districts, a training school is about to be opened at Trichinopoly, under the auspices of the S. P. G. Society. There is a Normal Class attached to the Free Church Female Christian Institution, Madras, which produces some five or six teachers annually to the first, second, and third grades; and in the Northern Circars I understand that the agents of the Church Missionary Society have in contemplation the establishment of a Normal Class or school in connection with their boarding institution for girls at Masulipatam. In most parts of the Presidency there is a general desire for the elementary education of young girls springing up, and this desire is being stimulated by the action of Municipalities; but until the supply of trained female teachers is adequate to the demand, the progress of female education cannot be very rapid. In many Girls' Schools, and some of them the most important in the Presidency, *viz.*, the Maharaja of Vizianagaram Schools at Madras and at Rajamundry, the teaching and management are practically entrusted to male teachers, and some of them are admirably managed, especially the Maharaja's School at Rajamundry. But the employment of male teachers has the great disadvantage of checking the tendency of permitting girls to remain at school after they have come to a marriageable age. Still male agency is not suddenly to be discarded,

and years must elapse before native female teachers of sufficient age, standing and character are available for the charge of important institutions for the education of girls. Owing to the system of early marriage, and the risks to female life in this country, the proportion of female teaching power produced each year, which will not be ultimately available for teaching, is very large."

In 1880, the Secretary of State sanctioned the appointment of an Inspectress of Girls' Schools on a salary of Rs. 400, rising by biennial increments of Rs. 20 to Rs. 500. This appointment was rendered necessary not only in the interests of female education generally, but also to relieve the Inspector of the Presidency Division, whose work, including the inspection of upwards of fifty Girls' schools, had become too heavy for one officer to perform efficiently. It was also hoped that by the aid of such an official some of the difficulties in the way of promoting the education of ladies of zenanas and their daughters might be removed, especially as several influential native gentlemen had expressed a strong desire for such instruction. Mrs. Isabel Brander, who was nominated to the newly-created post, assumed charge of her office on the 3rd June 1880. Mr. Grigg, writing in 1881 of her work, said:—"The deep interest which she takes in the cause of female education, the efficient manner in which she has been discharging her inspectorial duties, and the sympathy she is eliciting among a section of the Madras Native community in the important branch of educational activity entrusted to her care, fully justify the creation of the appointment, and will, I trust, in time warrant the extension of the sphere of her usefulness." The successful career of Mrs. Brander as an educational officer for the past 15 years shews that the above expectations have been more than realized. At first she was in charge of the Girls' schools in

the town of Madras, and after sometime the Girls' schools in the Nellore and Chingleput Districts were transferred to her. The Teachers' certificate examinations were found in some respects very inappropriate tests for girls in secondary schools and hence Col. Macdonald in 1879 proposed the institution of an examination styled the Higher Examination for Women, which was to be on a level with the Matriculation Examination. This examination was first held in 1881 and was abolished in 1892. During the twelve years it was in existence it did a great deal to stimulate the secondary education of girls in the Presidency.

Progress of Primary Education.

The following remarks of Mr. H. B. Grigg, in his special report on elementary education, written in 1881, traces its progress between 1870-71 and 1880-81, and indicates the directions in which he looked for further development:—"In 1870-71 there were only twenty-two schools affording elementary education under the direct management of Government, which added to 79 Primary schools attached to colleges, high and middle schools, raised the total to 101. But not a few of the Government schools then classed as middle were only affording education which would, under the changed classification, more fitly appear under Primary. The Primary schools consisted chiefly of the schools in the hill tracts of Ganjam. In 1874-75 in consequence of Municipal and Local Fund schools being classified as Government instead of private as hitherto, the number of Government schools rose to 533 and primary departments to 157 or 690 in all. In 1879-80 the total number had risen to 1,333, but the primary departments which are not shown separately had probably decreased. In 1880-81 the total had fallen to 1,232 in consequence of certain "combined" schools being treated as private instead of Government. The growing attendance at many Government schools

in the mofussil has rendered it necessary in the past two or three years to abolish the primary departments in order to prevent undue crowding and to set the funds at disposal of Government to strengthen the teaching staff of the middle and high school departments. It has also been felt desirable to encourage Municipalities and Local Fund Boards to step in and take upon them their proper responsibilities as the promoters of elementary education. According to the scheme for remodelling Second Grade colleges and high schools, the lowest class in these institutions is the lower fourth and third class respectively. The Middle schools are also working above their standard, and thus the primary classes, upper and lower, or lower only have been abolished in many institutions. The consequence of this policy is that in several towns the Municipal commissions and in some few cases Local Fund Boards have established good primary institutions, or are engaged in developing the primary institutions already established, and thus rendering them suitable feeders for the higher schools. The existence of these schools unquestionably tends to develope an interest in education among the native members of commissions and local boards and is an unmixed advantage to the population concerned, who, if the fees are low, soon learn to send their children to well-conducted public schools instead of to small and inefficient verandah schools. It is with pleasure that I proceed in the next place to draw attention to the great increase in aided institutions, the number being 4,625 in 1879-80, and 5,845 in 1880-81 against 2,414 in 1870-71. The increase, I need hardly state, is mainly confined to small village and verandah or pyal schools, either of long standing or of recent origin, which have gradually been brought under the influence of our educational system, and are now beginning in some

measure to reap the reward of the perseverance of their teachers. Great though this increase has been, the number of aided institutions, *i. e.*, roughly speaking, of institutions which are capable of giving elementary education, efficiently or inefficiently according to the English methods, is still extremely small compared with the population concerned, even when Government Schools are taken into account. As in 1880-81 there were 7,077 of these two descriptions of institutions for a population of 31,300,000, it follows that there was only one school to every 4,400 persons or approximately one school for every 730 children of school-going age. But it is satisfactory to find that, though checked by the famine, there has on the whole been a great increase in number of unaided schools, that is, to all interests and purposes, of schools which are preparing gradually to enter into the category of aided institutions. There were only 936 such institutions in 1870-71, and 1,774 in 1871-72, whilst in 1879-80 the number was 4,148 and in 1880-81, 5,215. Each year the vacancies caused in this class by the passage of schools to the aided list have been more than supplied, the famine years excepted, by additions from the great outside educational world. These additions are frequently schools of some standing, although the teachers may have been constantly changing, after the manner of pyal teachers in many districts, whilst others are schools which have been brought into existence by private adventurers unconnected with the hereditary or customary teaching classes, often mere boys who having gained a little knowledge proceed to seek for a livelihood, permanent or temporary, by teaching. Whatever drawbacks the result system may have, and they are considerable, though in great measure, the evils result from the present rules and not from the system, it is un-

rivalled as a means of stimulating private effort both in town and country, more especially when controlled and applied not by a centralized Government Education department but by boards with local knowledge and sympathies working through that department. The following figures show the increase in schools connected with the department from 1870-71 to 1880-81, eleven years. The increase is greatest in Tanjore, next in Tinnevelly, but also very considerable in the districts of the Northern Circars, and in Malabar :—

Districts.	1870-71.	1880-81.	Increase.
Ganjam	64	641	577
Vizagapatam	69	634	565
Godavery	123	749	626
Kistna	68	787	719
Bellary	132	726	594
Cuddapah	183	430	247
Kurnool	132	319	187
Nellore	230	699	469
Madras	33	336	303
Chingleput	145	599	454
South Arcot	195	649	454
North Arcot	152	638	486
Salem	110	379	269
Trichinopoly	34	423	389
Tanjore	45	880	835
Madura	262	869	607
Tinnevelly	264	1,087	823
Coimbatore	345	530	185
Nilghiri	—	23	23
Malabar	148	746	598
South Canara	73	148	75
Total	2,807	12,292	9,485

"Taking schools of the three classes together, there were in all 12,292, or one school for about every 2,550 people, or one school for every 450 children of school-going age; or considering that few of the schools are Girls' schools, about one school for every 200 boys. In the ten years ending 1879-80 the number of

pupils receiving elementary education in schools connected with the department increased from 90,605 to 247,771, the proportion or pupils to the population calculated per hundred being ·7914 against ·2894. In the year 1880-81, the number had risen to 304,304, and the proportion to population on the census of 1881 to ·9826. The proportion of pupils in towns during this period has advanced rather more rapidly than in rural tracts, though the difference is not great. It is a very noteworthy fact, and one that cannot be ignored or explained away that the districts whose towns in the aggregate have more than 5 per cent. of their population, or, roughly, one child in three—or if girls are excluded, about two boys in three—under instruction are districts the education of whose town population has been mainly left to private effort. In the town of Coimbatore, where the Government have never established a school, there are probably more. In Tinnevelly, in Palamcottah, in Masulipatam, in Nellore the proportion is also higher. In Coimbatore the higher schools are all more or less of a missionary character; but in Tinnevelly and Palamcottah, in Masulipatam, and in Nellore there are strong Hindu secular as well as good Mission Schools. The rivalry may not be wholesome in some of its effects upon education, but it certainly tends to its extension, both directly and indirectly."

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In May 1878 Government reviewed a collection of supplemental reports on the condition and educational requirements of the European and Eurasian population submitted by the Collectors through the Board of Revenue. The following is an extract from this order :—

"These papers entirely confirm the view adopted by Government in their Proceedings, dated the 26th July 1875, No. 236, that in the matter of the education of children of pauper

Europeans and Eurasians in this Presidency the necessities of the cases are neither great nor pressing. The whole number of such children in 1875-76 seems to have been inconsiderable, and a large proportion of those—who, though not paupers, were at that date not being educated, though of school-going age—were the children of railway employés, to whose case attention has since been specially given by the Directors of the Railway Companies and their Agents. His Grace the Governor in Council would again press the subject on their attention and desires that particular attention may be directed to the case at the next census, in view to accurate statistics being collected. As regards other children, it seems to His Grace in Council that all that is necessary is to direct the special attention of the Director of Public Instruction and his Inspectors to the subject, in view to the admission of such children as free scholars in Government and aided schools, where the inability of their parents to pay the fees is established. Col. Macdonald's attention will be specially invited to the subject as to one to which the Government attach much importance, and with which it appears to them that the Educational Department is perfectly competent to deal adequately if the requisite exertions be made to trace out the cases, which are evidently very few, by aid of the District officers. His Grace in Council would also enlist the services of all Chaplains in the Government service and of Roman Catholic Priests in the matter...... The Government do not admit the objection suggested on the score of impartiality of treatment as compared with the native population. The pauper European and Eurasian is really infinitely more destitute than the pauper native, and some education is really infinitely more essential to enable them to earn a livelihood, while, as an uneducated and desperate class, they are calculated to be infinitely more dangerous and expensive to the community. In the interests of all it is advisable to train them to earn an honest living. The question of industrial training is a large one, but must evidently be dealt with separately from that of primary instruction for these *scattered* units. The Government think that a central Industrial School, to which they might be drafted, is not impracticable."

Though Government passed orders in 1878 for the admission of poor Europeans and Eurasians as free scholars in the Government and aided schools, little

help was afforded under this order, until, in the following year, Government specified the conditions under which aid would be given: (1) The education must be elementary; (2) the children must be below the age of 16; (3) the parent's income must be under 16 Rs. per mensem. Under these conditions the Director was autherized to pay from Provincial Funds the fees of such children in private schools at the fee rates prescribed for aided schools. Private charity was not to be superseded. The following were some of the schools which were specially intended chiefly for poor Europeans and Eurasians; Civil Orphan Asylum, Madras; Christ Church School, Madras; St. John's Vestry Orphanage School, Trichinopoly; Lawrence Asylum, Ootacamund; Day School, Coonoor; Military Female Orphan Asylum and Civil Orphan Asylum, Madras; Union School, John Periera's; and Nazareth Convent School, Ootacamund.

Muhammadan Education.

In 1872-73, special action was taken with the object of advancing education among the Muhammadan community. By desire of His Excellency the Governor, Mr. E. B. Powell consulted some Mussalman gentlemen of intelligence and position as to the moves they thought expedient, and obtained from each a memorandum conveying his views: these memoranda, together with a report from the Director, were laid before His Excellency. In their order, No. 288, of the 7th October 1872, Government decided that Elementary Schools for Mussalmans should be set on foot at the chief centres of Muhammadan population, and that in these schools instruction should be given in Hindustani and English, in order to qualify the pupils for admission into the higher classes of Zillah and Provincial Schools, and other similar institutions. In their order, Government stated that they agreed with Colonel Macdonald in regarding it necessary that

Muhammadans should be taught separately from Hindus up to a certain point, though, when receiving general instruction through English, they would rather gain than lose by being associated with Hindus. Elementary schools for Mussalmans were established at Rajahmundry, Ellore, Masulipatam, Kurnool, Adoni, Cuddapah, Arcot, Vellore, Trichinopoly, Nagore and other towns. In Malabar, special encouragement in Grants-in-Aid was held out to schools for Mappillas, and other arrangements were introduced in order to advance education among that class. When the Results system was brought into operation, Mussalman teachers did not come forward for Government aid, consequently a scheme of examination was not laid down for Mussalman schools. To meet the want, a scheme was drawn up in January 1873, with the aid of some experienced gentlemen, European, Mussalman and Hindu. Owing to the want of a special Inspecting agency, considerable difficulty was felt at the outset in arranging for the examination of Mussalman schools thinly scattered over certain portions of the Presidency. To Mr. Garthwaite, the Inspector of Schools, belongs the honor of organizing the system of Mappilla education in the Malabar. The history of the origin of the movement by which the Mappilla schools were brought under inspection is given in the following extract from Mr. Garthwaite's report for 1871-72 :—

"A striking feature in the history of lower class education in Malabar this year has been the carrying out a plan to bring under inspection the Mappilla schools (in Malabar) of which there is one attached to every Mosque.' These at present are scarcely worthy of the name of school; the children learn nothing except to read the Kuran without understanding it. I had long meditated getting these schools under inspection and having the rudiments of a real education taught in them; but my going home interrupted my plans, and during my absence nothing was done. On my return

(*in* 1872), I, at my own expense, made some experiments in this direction, and found that liberal pecuniary treatment was quite sufficient to overcome the prejudices of the Mappillas as regards vernacular education, though they still objected to English. As vernacular education, not English, was my object, this sufficed. I accordingly arranged a scheme which I submitted to you and to the Collector (of Malabar) as President of the Local Fund Board of that district. By this scheme more favourable result grant rules were permitted for Mappila schools, and special Inspecting Schoolmasters of their own faith were appointed to organize their schools, and mostly stipends of Rupees 4 (since reduced to Rupees 2) were given to the Mappila Masters.

"It will be observed that in the Calicut Circle there is an increase since the previous year of 44 schools and 896 scholars; the attendance at the schools previously under inspection was reduced by cholera, and to a certain account counterbalanced the increase brought by the new schools. In the Tellicherry Circle the increase in the number of schools was 10 and scholars 299." Thus the whole Malabar shows an increase of 54 schools and 1,195 scholars. The amount of grant earned has increased considerably, not only absolutely but also in proportion to the attendance—satisfactory evidence that the instruction is improving. The item for stipends is not a satisfactory one. At present it does not, as in the case of Hindu schools on the combined system, represent money paid to certificated masters, but is merely the means to enable the Mappilla master to engage the services of some Hindu Assistant competent to teach the standards, the Mappilla masters or Managers themselves being in general not able to do this. Government is urgent in demanding of the Boards that in the matter of stipends the Mappilla schools shall be put on the same footing as the Hindu ones, but in the present dearth of Mappillas possessing even the most elementary education and of certificated Hindu teachers this would leave most of the Mappilla schools without any teacher competent to earn a grant. The men at present engaged as assistants without the stipends could not find means of subsistence until the grant was earned, while the Mappilas have not yet been long enough in the enjoyment of education for any number of young relatives of the masters to be available as assistants as in Hindu Indigenous schools is now often the case. Hence, if Government insists upon the com-

plete withdrawal of the stipends, a check will be given to Mappila education. I need not say that the education of Mahomedans in this Presidency, and of Mappillas especially, is not so advanced as to require any check at present. There are peculiar difficulties in spreading education amongst the Mappillas of North Malabar. Possessing a rude alphabet of their own, and also using freely the Arabic character for Malayalam—spite of its utter want of adaptation—they are satisfied with thus the means of reading and writing, however imperfect these means may be. Hence, while the Mappilas of South Malabar, who use the ordinary Malayalam character, welcome Malayalam instruction, those of the North despise it. Moreover, the religious teachers in the North are more suspicious of secular education, and more opposed to it than the same class in the South, although why it should be so I do not know. The following extract, from the report of the Inspecting Schoolmaster—himself that *alba cornix*, an educated Mappilla—may serve to illustrate the above remarks. "By persevering exertion two schools were brought under inspection in the Kottayam Taluq, but to my utter disappointment three days after, both the Managers came and said to me in an angry way that they were unwilling to teach the Vernacular to their pupils. When I asked the reason, I was told by them that they in a dream saw the Moollahs enter the gate of Paradise, but when they attempted to do so they were thrown back by the angels saying that they would not be admitted, because their object in teaching the Kuran is not for meritorious purpose, but merely for gain."

In 1880-81 there were in all 11 Government schools and 9 Municipal schools for the special education of Muhammadans. Of the 11 Government schools, 7 were Anglo-Vernacular Middle schools and the remaining four Anglo-Vernacular Primary. Salem had a Municipal Anglo-Vernacular Primary school and Bellary 5 Municipal Hindustani schools. The towns of Tanjore, Combaconum, and Cochin had each a Municipal Hindustani school. Of Aided schools, with special provision for Muhammadan pupils, may be mentioned the Harris school, intended solely for Muhammadans, the Mission schools at Ellore, Masuli-

patam, and Trichinopoly, and 210 Vernacular schools, with 6,353 pupils, aided on the results system in Malabar. Other educational facilities afforded to Muhammadans were the following :—

(a) Arabic and Persian were recognized as classical languages for the Matriculation and Arts Examinations from the establishment of the University, each with a maximum of marks about one-fifth as large again as that allotted to a Vernacular language.

(b) Muhammadan pupils were charged only half fees.

(c) Originally three Scholarships were provided for the special encouragement of Muhammadans, one being awarded on the results of the F. A. Examination and two on the results of the Matriculation. In 1879 four additional Scholarships were sanctioned on the results of the Matriculation Examination, and this system, under which seven Scholarships were annually awarded, continued for some time.

(d) A Special Deputy Inspector of Muhammadan Schools was appointed.

(e) An elementary Normal School in Madras for Muhammadans was started.

As regards the employment of Muhammadans in the Public Service, the Board of Revenue stated in 1875 that "every opportunity is afforded to Muhammadans to enter the public service," and expressed its opinion that "Muhammadans, as a rule, are aware that, if qualified, their claims to enter the service will meet with favourable consideration." Government observed on this "there is no reason to doubt that a great obstacle to the more general employment of Muhammadans in the public service is the absence of effort on their own part to qualify themselves educationally for other than the lowest posts." The Government, however, trusted that the efforts which were being made to promote their education would bear fruit in the near future. As to whether the means

of education at the command of the Muhammadans were sufficient there might have been doubt. There were none that greater use of the means available might have been made. Their primary education was encouraged in this Presidency by the Special Primary Standards laid down for Muhamadan schools. In these Hindustani was recognized as the vernacular language, and the other subjects, *viz.*, Arithmetic and Geography, were taught and examined in Hindustani. In the Third and Fourth Standards an optional language came in, and the following rules applied to these standards :—

(1) "The 2nd language in the case of Hindustani-speaking Mussulmans to be either "English, Persian, or the Hindu Vernacular of the district in which the school is situated, only one language to be accepted."

(2) "If the Mussulmans speak a Hindu Vernacular, they are to be allowed to adopt "either English, Hindustani, or Persian as their second language."

The Middle School and other public Examinations.

So far back as the year 1869, Government contemplated the establishment of a Public Examination for Middle schools. In G. O., No. 174, dated 17th May 1869, Government called upon the Director of Public Instruction to report upon the expediency of establishing a system of Scholarships for Middle class schools to be determined by means of an examination conducted by the Educational Department. The establishment of such an examination, they considered, would not only be a means of testing and stimulating the progress of Middle schools, but would also enable Government and the public to judge of the comparative merits of these schools. The scheme proposed was somehow not given effect to that year, nor was the question taken up till in October 1875, when Col. Macdonald, the then Director of Public Instruction brought before the Syndicate of the Madras Uni-

versity a proposal to institute an examination for Middle class schools on the model of the local examinations of Oxford and Cambridge. The following were some of the reasons which he adduced for the necessity for establishing such an examination:—(1) The staff of inspecting officers was not sufficient to examine thoroughly and efficiently all the Middle schools; the work was done very imperfectly, and several schools were not even visited by the inspecting officers; (2) the examination if instituted would be a fit substitute for a number of examinations* more or less of the same standard, which he considered unnecessary; (3) the Middle Class Examination, as it was then called, would test adequately the fitness of a candidate to enter the preparatory Matriculation Class of a Government or Aided School; (4) a scheme of Scholarships might be established in connection with this examination; (5) the institution of such an examination would greatly reduce the cost of Normal Schools training pupils for the IVth Standard, as the work of such schools would be confined to training men for teachers. The question of establishing a Middle Class Examination was discussed at two meetings of the Senate, but the proposal was rejected by eleven votes to eight. Colonel Macdonald then came to the conclusion that such an examination might be worked without the aid of the University. In the meantime, the Committee assembled under the order of the Government of India of 3rd July 1875, to propose revised forms for the submission of statistical returns, also recommended strongly the establishment of such an

* (1) Uncovenanted Civil Service, English and Anglo-Vernacular branches.

(2) Teachers' Certificate Examination, Fourth Grade.

(3) Medical College, Second Department, Entrance Examination, also Examination for Hospital Apprentices.

(4) Civil Engineering College, Second Department, Entrance Examination.

examination. Their resolution embodying this recommendation runs as follows:—"In every province standards of examination shall be fixed, corresponding with the above grades or divisions of schools. These shall be called the Middle School Examination, the Primary School Examination, and the Lower Primary School Examination. The Middle School Examination shall qualify for admission to a High school, the Primary School Examination for admission to a Middle school, and the *Lower Primary* School Examination for admission to the Upper division of a Primary school." The object of the Committee was clear. They aimed at introducing into the educational system throughout the country somewhat uniform standards, which they considered, impossible to reach, unless there was a uniform system of examinations for testing pupils at each definite stage of instruction. In the rules of the Committee framed for the preparation of statistical returns, the definition of a Middle school runs as follows:—"Middle Schools shall include pupils who have passed the Upper Primary School Examination, and are reading for an examination to be styled the Middle School Examination." It was, however, only in 1877 that the proposal to institute such an examination for Middle schools came up definitely before Government. Colonel Macdonald, in the month of April, (*vide* letter, No. 1716, dated 20th April 1877, embodied in G. O., No. 242, dated 9th June 1877), submitted a draft Notification embodying the details of the scheme. He proposed that the examination should be thrown open to girls as well as to boys, and that the standard should correspond with that of the Upper IVth Class of a Government or aided school. He also suggested certain alternative subjects, such as Physical Geography and Physiology or Hygiene, being substituted, instead of Vernacular, Euclid and Algebra. Government, in their order re-

ferred to above, approved of the principles of the examination, and believed that the "system would conduce to public convenience;" but they considered that the University should co-operate in the scheme; for they remarked, "it would be a matter of regret to the Government if the University should not take, as in England, the most prominent part of the conduct of such an examination. The question, therefore, came up again before the Senate, but the proposal was rejected this time also. The Senate remarked that they had "to deal only with examinations which are avowedly part of or preliminary (as Matriculation) to a University course, but cannot undertake examinations to test the progress of teaching at a more immature stage of study, and which are not undergone as a preliminary to a University course." The opposition of the Senate to the introduction of the examination seems to have been strong, for the Vice-Chancellor, the Hon'ble Mr. Justice Innes, writing to Government, said that "many members of the Senate of considerable experience in education objected to it, on the ground that its probable effect upon real sound teaching would be injurious." Colonel Macdonald, in August 1877, brought the subject again before Government, and asked for sanction to introduce the examination in the form originally proposed, but Government declined to move in the matter then. (*Vide* G. O., 23rd August 1877, No. 323). At the beginning of 1879 he once more brought up the scheme before Government with reference to the resolution of Simla Conference referred to already. He suggested that the Middle School Examination might take the place of the General Test, and be placed under the Commissioner for the Uncovenanted Civil Service Examinations, as the latter test had failed to serve the ends for which it was instituted. He also recommended that this examination should be considered a service test for

appointments of Rs. 15 and upwards, but not exceeding Rs. 30. Government were disposed to allow the Middle School Examination to supersede the general test, but final orders were not passed till September 1879.* The Middle School Examination was held, for the first time in January 1880, under Government Notification of 17th October 1879. For this examination 1,769 male and 9 female candidates appeared, of whom 1,050 and 8 passed respectively. There was a second examination held that year in December, and since then up to 1889 examinations were held regularly once every year. In 1890 two examinations were held, one in May and one in December:—

* Vide G. O. No. 364, dated 24th September 1879.

Middle School Examination.

Year.	Number examined.		Number passed.	
	Males.	Females.	Males.	Females.
1880	1,769	9	1,050	8
	6,089	178	3,126	68
1881	6,545	245	2,481	104
1882	6,832	200	4,265	157
1883	7,780	275	3,771	188
1884	8,082	276	4,704	191
1885	7,564	324	2,551	99
1886	7,724	438	3,716	281
1887	8,244	469	3,623	265
1888	9,213	423	4,304	287
1889	8,091	421	3,473	[illegible]
1890	14,188	546	7,006	289

In proposing to Government the institution of the Middle School Examination, Col. Macdonald suggested that it should become a substitute for the General Test Examination for appointments between Rs. 15 and 30 per mensem. He also proposed to make the

Matriculation Examination the test for appointments between Rs. 30 and 100, to make the F. A. Examination the test for appointments between Rs. 100 and 250, and last to make the B. A. Examination the test for all appointments above that figure. In January 1879 the Government of India suggested the institution of two examinations, besides the Middle School Examination, called the Upper and Lower Primary School Examinations—the Upper Examination to mark the stage at which a pupil may enter upon a course of Secondary education, the Lower the stage when a pupil may begin the preparatory course for the former. In May 1879 Col. Macdonald submitted proposals to Government for the institution of that examination. The rules framed by him were approved in August, and the examinations were held for the first time in December 1879. In 1879 was also instituted the Special Upper Primary Examination which took the place of the examination of the Fifth Grade.

Standing Orders for Government Schools.

In 1856 Sir A. Arbuthnot issued a code of instructions for the guidance of Head Masters of Provincial and Zillah schools, and a somewhat different set of instructions for the Head Masters of Taluk schools. These 'Instructions' contained rules regarding the scheme of study, admission and classification of pupils, school fees, school hours, holidays, examinations, discipline, accounts, correspondence, books, stationery, furniture, slates, copy books, and other similar details, with forms of registers and returns. These rules were supplemented in 1858 by orders passed on the report of a Committee appointed to revise the course of instruction and to report on the text-books in use and division into classes of Government schools. Many portions of these instructions were superseded or modified by late orders, and other portions, although not formally repealed, became obsolete owing to the numerous

changes which had taken place from time to time. Col. Macdonald, during his term of office, introduced some important administrative reforms. A revised curriculum was published, the number of school hours was reduced to admit of more time being devoted to home exercises and paper work, scattered holidays were commuted with a view to the summer vacation being lengthened, attendance in schools was strictly enforced, holiday tasks were prescribed, changes were made in the scale of school fees, greater regularity in the collection and remittance of school fees was insisted on, a system of physical training was precribed, comparative examinations were established, the rules regarding stipendiary scholarships were revised, school-libraries were instituted in Middle-class schools, rules were laid down regarding school-libraries generally, a system of graded salaries was introduced into a large number of schools, and miscellaneous orders were issued on various other points. In the early part of 1879 a revised curriculum was published for Mahammadan schools. Several other changes were made, but instead of being published separately, they were embodied in the Standing Orders. Among these may be mentioned a curriculum for Government Girls' Schools and a curriculum for Sanskrit classes. A weekly examination on paper was instituted in all Government schools, and rules were laid down to regulate promotions in some of the middle and lower classes of schools. The system of awarding free Scholarships was revised. The attention of all masters was drawn to some points connected with the moral training of the pupils entrusted to their charge, and rules were laid down on various minor points which it is unnecessary to specify. The Standing Orders applied in a general way to Normal schools and contained some forms of registers and returns specially intended for such schools. It may

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be added that the Standing Orders dealt only with schools which were under the direct management of the Educational Department, and that no reference was therefore made in them to the Primary Schools under the Assistant Agent in Ganjam, to the schools in the Bhadrachalam Taluk, to Local Fund and Municipal schools or to aided schools. In April 1876, Government sanctioned certain proposals submitted by Col. Macdonald for remodelling the Government Anglo-Vernacular and Taluq schools. The lowest or purely vernacular class of schools was abolished. The inferior masters, who were thus thrown out of employment, and who severally received very small salaries paid from the school fee fund, were allowed to gain their livelihood by opening Results Schools as feeders to the Government schools, and provided they confined their teaching to the first and second standard, they were allowed to hold their classes in a room or veranda of the Government building. The nomenclature of the classes in the Anglo-Vernacular and Taluq schools was made the same as in the Zillah schools. The scale of school fees was lowered and in some Divisions masters of higher qualifications than those hitherto employed were appointed. When the rules for Results Grants were first promulgated in this Presidency, they were expressly declared to be intended solely for Elementary schools. After the passing of Acts III and IV of 1871, it was considered desirable for financial purposes to view some of these schools as Middle-class schools, and a somewhat indefinite case of demarcation was laid down for the purpose. In November 1875, the line of demarcation was made more rigid and under Government Order No. 828, of the 27th February 1877, all Results Schools were relegated for statistical purposes to the lower class.

Physical Education.

Referring to the subject of physical education, Col. Macdonald wrote in 1876, as follows:—"No public funds have been as yet spent in this Presidency on Gymnasia for Colleges and Schools. In some of the larger institutions, presided over by European or East Indian Principals and Headmasters, the pupils play at cricket and foot-ball, and are practised in running, leaping, and other athletic sports, but whatever has been done in this way has been entirely the result of private effort. In October last, when preparing the Budget Estimate for 1876-77, I asked permission to enter Rupees 10,000 for Gymnastic apparatus and teachers, and suggested the expediency of introducing as far as possible the system recommended by Mr. Maclaren in his work on Physical Education. A lump assignment for Gymnasia and other purposes was sanctioned by Government for expenditure during the year 1876-77." At the commencement of the official year 1876-77, Col. Macdonald issued a circular regarding the introduction of a system of physical education into the schools of this Presidency to the Inspectors of Schools, with information regarding the system pursued in the other Presidencies and the amount available for expenditure. Very few replies were received and little or nothing was done during that year to promote this important branch of education. In 1877-78, some progress, but not much, was made in the way of establishing Gymnasia and promoting physical training generally in Government schools. Apparatus was purchased, and an instructor employed, at the Zillah schools of Salem, Cuddappah, and Kurnool, and similar arrangements were made at Bellary, Berhampore and Madura, in the following year. The only aided school which received a grant in 1878-79 for a Gymnastic teacher was Pacheappah's Branch High school, Chidambram. In July 1878, a grant of Rs. 1,137-2-5 was sanctioned for a Gymnasium in the

People's Park, Madras, intended for the use generally of all the Madras schools. In 1879 Government directed the levy of a reasonable fee in all schools in which a Gymnasium had been established to recoup the expenditure incurred for apparatus and teachers, as all the Government second-grade colleges and first-grade High schools were allowed Gymnastic instructors.

Agricultural Education.

The general question of Agricultural education came under the consideration of Government in 1872 and 1873, and in the latter year it was decided that the time had not arrived for entering upon a general and comprehensive scheme for the Agricultural education of the people of this Presidency. Government directed, however, that the model and experimental farms at Sydapet should be made as useful as possible to the public, and that district experimental farms should be instituted and provided with competent Superintendents. In devising means for carrying out these orders the Board of Revenue were led to make minute enquiries as to the methods pursued at the Government farms, as to the facilities for training farm Superintendents there, and as to the manner in which the information possessed by Mr. Robertson and his subordinates could best be disseminated. They came to the conclusion that unless systematic instruction in agriculture and the sciences bearing on it were given at the Sydapet farm, competent Superintendents for the experimental farms would be of little or no use; and that the means for giving such a training, the lectures, the students, the opportunities for practising what was taught and the funds were all available. The good effects of such instruction, they thought, would not be limited to a few Superintendents of Government farms, but would slowly leaven the agriculture of the whole country, as

in England, America, France and Germany, and as a scene of systematic instruction open to all comers, the Sydapet farm would be infinitely more useful to the public than it was at the commencement. The First Member dissented, however, from these views, and subsequently the Board requested permission to reconsider the question. They accordingly called on Mr. Robertson for a detailed report on the subject which resulted in his submitting a scheme for the establishment of an Agricultural College. This, he suggested, might be so organized as also to afford a good elementary forest and veterinary education, and he considered that such an institution would bestow upon the country far greater benefits than the Medical or Civil Engineering Colleges, to which, however, in other respects it might be assimilated. The Board of Revenue had in the meantime changed their views, and, although impressed with the importance of the proposed experiment, thought that Mr. Robertson should first obtain a clear and just idea of the real condition of agriculture in the Presidency by making extensive tours. The Third Member of the Revenue Board dissented, however, from these views, and although, Government considered that Mr. Robertson's scheme was far beyond present requirements, they decided that preparatory classes might be instituted, and that courses of lectures might be delivered by Messrs. Robertson and Benson, who were both graduates of the Cirencester College, to a limited number of stipendiary and free students. No reading rooms, library or museum were considered necessary at first, but after two years' experience of the working of the school it was thought that there would be some means of judging whether the experiment was likely to be successful. In July 1875 Mr. Robertson submitted a detailed scheme in the form of a prospectus with an estimate of the cost

of the institution, and the scheme, after having been criticised by the Board of Revenue and the Acting Director of Public Instruction, was reviewed by Government in November and generally approved, but as some modifications were pronounced necessary, a revised prospectus was submitted by Mr. Robertson in March 1876.*

Formation of Vernacular Literature.

Mr. E. B. Powell, the Director of Public Instruction, reported in 1873 as follows on the subject of the formation of a Vernacular Literature:—"The formation of a sound Vernacular Literature is a matter of much importance now that vigorous efforts are being made to diffuse elementary education. Such a literature must be mainly of natural growth if it is to have a hold upon the feelings of the people; but its production may be accelerated by judicious encouragement. It must be

* The following are extracts from the Prospectus of the School of Agriculture, Madras, in the form in which it was finally sanctioned in May 1876:—

Objects.—This Institution is designed to afford instruction in the science of Agriculture and in the practical application of sound principles in conducting the ordinary agriculture of this country.

The farm, &c.—The farm is conducted as an experimental farm; its area is about 280 acres, and it is well provided with suitable buildings.

The Educational buildings needed will be erected on the farm on land situated in close proximity to the village of Sydapet, in which village students will readily obtain lodgings, board, &c., during their course of training.

In the farm workshops, all kinds of agricultural implements and tools suited for use in India are manufactured and repaired.

An Agricultural Library is now in the course of formation, and it is in contemplation to provide a reading-room for the use of students. A Veterinary Hospital, A Chemical Laboratory, and an Agricultural Museum, will also be established, as funds are forthcoming.

Instruction, &c.—The course of instruction will extend over three years; there will be two Sessions in each year—A Summer Session and a Winter Session; the Summer Session will begin each year on the 1st of April, and will end on the 30th of June; the Winter Session will begin on the first of October,

owned that very little is being done in this Presidency in the way of forming a vernacular literature; those natives who have received a fair education seem, as a general rule, to feel little interest in their own language. The Madras School Book and Vernacular Literature Society has for one of its objects the formation of a Vernacular Literature; it receives an annual grant from Government of Rs. 2,000. Besides bringing out interesting little works from time to time, the society publishes a monthly periodical in Tamil, bearing the title of "Janavinodini," the price of which is 2 Annas a copy. From the first issue of the periodical some three or four years ago up to the 31st December 1872, the total amount derived from its sale was Rupees 515-6-0, while the total expenditure in connexion with it was Rupees 4,273-7-0. It is clear

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and will end on the 31st of March. Though in the Winter Session class-room and lecture-room instruction will not begin until the 1st of October, students will, nevertheless, be expected to attend at Sydapet on the 1st of September, in order that they may witness and take part in the important field operations conducted at that Session in connection with the sowing of the cold weather crops.

The instruction given in the Institution will embrace a thorough study of agriculture and of such portions of Chemistry, Geology, Zoology, Botany, and the Veterinary Art as bear on the theory and practice of agriculture. In addition to these special subjects, the following will also receive attention:—English farm Book-keeping, Land Surveying, Mensuration, and Drawing. The instruction will be given by means of lectures, class-room discussions and field classes.

During the portion of the day set apart for practical instruction in farming out of doors, every student will be expected to take part in whatever work is going forward on the farm; compliance with this regulation will be strictly enforced. Each student will be expected to make himself acquainted with all the operations daily performed in the farm, and will be required to keep a journal or diary of the same.

Instruction will be conveyed in the English language, but the masters will afford as much assistance as possible in explaining the lectures and instruction generally to students whose limited acquaintance with English may make it difficult for them to follow such instruction without explanation.

that the society must rest satisfied with very slow progress; as has been remarked in a former report, there is little reason to expect that natives who are acquainted with English will seek in a vernacular publication the information which they can obtain more fully and more clearly in an English one, while for years to come the masses will adhere to their own indigenous literature, however imperfect and objectionable it may be.

"In 1872 Mr. Burnell of the Civil Service, whose repute as a Sanskrit scholar is widely spread, proposed to Government that assistance should be given to authors in bringing out valuable works on Sanskrit and Indian philology. This proposal was referred to me, and I was desired to report upon it after communication with the Vernacular Literature Society. In reporting upon the subject, I submitted a letter from the Secretary to the Society, and supported the views put forward by that body as to the manner in which Government should aid authors. It was recommended that Government should set aside annually Rs. 3,000 for encouragement of Oriental Literature, and that requests for help on the part of authors should be referred through the Director of Public Instruction to the Society for enquiry and report. At the same time it was explained that the Society was strengthening itself by inviting gentlemen of oriental attainments to join it, either as ordinary or as corresponding members, in order that it might hold such a position as would justify Government and the public in regarding it as a suitable body to decide on the claims of authors. The order passed upon my letter intimated that Government could not sanction the proposed expenditure. It is to be hoped that some plan will be devised for aiding authors in bringing out literary works of real value, but of such a character

as to be unremunerative. Unlike the case in the other Presidencies, there is no provision made in this Presidency for the encouragement of authors."

The Educational Building Fund.

This Fund, originally the General Education Fund, was formed from the surplus balance of the Devasthanam Funds. A certain amount was set apart for educational buildings under the orders of the late Court of Directors, and was subsequently augmented by transferring to it the unexpended portion of the grant of Rs. 50,000 made annually by the late Court of Directors for native education from 1828-29 to 1854-55. A four per cent. non-transferable treasury note was issued in the same year for ten lakhs of rupees, afterwards reduced in 1868 to eight lakhs. The interest upon this note, after meeting charges in connection with educational buildings, was credited to the Educational Building Fund and continued to accumulate until July 1861, when the Secretary of State directed that no further additions should be made by the accumulation of interest, and that, whenever the building charges fell below the interest, the balance should be applied towards defraying general educational expenditure. Sums raised by private contributions and subscriptions for the construction of school-houses were credited to this fund. All charges on account of educational buildings were met from this fund until 31st March 1884, and were divided into charge on account of original buildings and repairs to Government Colleges and schools and building grants to aided colleges and schools. The charges latterly greatly exceeded the annual receipts from interest and local contributions, and it was necessary from time to time to divert considerable sums from the capital. The erection of the Presidency College, the Senate House, and the Kumbakonam College largely contributed to the depletion of this fund, which was reduced on the 31st March 1884 to

Rs. 2,718-9-1. The Fund was wound up at the close of the year, the balance having been credited to Provincial Funds, from which all building charges are since being met. From 1st April 1884 to 31st March 1892, Rs. 552,881 were spent on Government educational buildings and Rs. 251,448 as building grants. In 1892-93, Rs. 31,483 were paid as building grants.

School Fees.

During the decade ending 1880-81 every effort was made to increase the income from school fees in Government, Board and Aided Institutions. The attendance on the 31st March 1871-72 in Government institutions was 9,347 and the fee receipts amounted to Rs. 92,458; in 1880-81, the attendance rose to 11,688 and the fee receipts to Rs. 142,488. In private institutions in the same period the attendance rose from 117,778 to 276,592 and the fee receipts from Rs. 282,742 to Rs. 640,022. The percentage of fees paid by pupils to the total cost of their education in all institutions (Government and non-Government) increased from 28·9 to 34·2. The total fee receipts from all institutions, Government, Board and Private, increased from Rs. 383,022 to Rs. 823,314. It will not be without interest or value to trace briefly the manner in which the question of fees has been dealt with so as to bring about the great increase above shewn. It is stated in the Public Instruction Report for 1868-69 that: "As the desire for education has gained much strength of late years, while the fees demanded in Government Schools, though generally a good deal above those charged in private institutions intended for Natives, were decidedly low, and had remained in many cases unchanged for some time, it was deemed fitting to introduce revised and somewhat raised scales of fees from the 1st January 1869." The revised scales were accordingly introduced. The Director subsequently observed that "it did not appear the increase has had any injurious

effect" and that it "seemed only appropriate that, from time to time, the rates should be raised, so as to throw a continually increasing portion of the expenditure upon those who benefit by the schools." One noteworthy feature connected with this enhancement of fees is that it affected only Government and not aided institutions. The 1869 scale remained in force but a short time. The Government in their Order No. 38, dated 28th June 1870, observed that, "notwithstanding the increased rates, the fees charged in Government schools was still low, probably a good deal lower than was compatible with the keen and wide-spread desire for education that had sprung up of late years" and insisted on the necessity for the managers of aided institutions also raising the fees in these schools. With the view of revising the scale, a Committee, consisting of representatives of the leading educational bodies of Madras, and presided over by the Director of Public Instruction, was appointed in June 1870, and this Committee submitted their report in April 1871. The new scale of fees proposed by the Committee and approved by Government came into force on the 1st September 1871. The following extracts from the Committee's Report explain the differences in the rates of fees :—

Scale of fees introduced in 1871.

Classes.	Govt. Schools.				Aided Schools.			
	Madras.		Mofussil.		Madras.		Mofussil.	
	RS.	A.	RS.	A.	RS.	A.	RS.	A.
B. A.	5	0	4	0	3	8	2	12
F. A.	4	0	3	0	2	12	2	0
Matriculation or VI.	3	0	2	8	2	0	1	12
V and IV.	2	8	2	0	1	12	1	8
III.	1	8	1	0	1	0	0	12
II.	1	0	0	12	0	12	0	8
I.	0	8	0	8	0	8	0	6

"All schools are divided into Government and Aided, and each of these classes is divided into schools in the town of Madras and schools in the Mofussil. Owing to the large supply of instruction in the town of Madras and to other favourable circumstances attaching to the Presidency town, it appeared to us that the fees charged in Madras schools should be higher than those demanded in Mofussil institutions. Also a greater prestige belongs to Government schools, while certain disadvantages are believed to affect most Aided schools; we therefore decided that the fees in the latter might with propriety be pitched somewhat below those in the former. Owing to variations as to wealth, enlightenment, and other circumstances in different parts of the Madras Presidency, it is considered that, though the scales recommended are, in our opinion, fairly suited to the generality of schools in the present state of education, there may and most probably will be instances in which they would seriously affect progress; and we are of opinion that, in peculiar cases, the Director of Public Instruction should have the power of modifying the scales of fees."

It was further recommended by the Committee that, over and above the first month's fee, an entrance fee should be charged on the admission of a boy into a school. No entrance fee was proposed for collegiate classes, as the monthly fees for them seemed to be sufficiently heavy to render the step unadvisable in the then state of education. It was also suggested that not more than five per cent. of the whole number of pupils, exclusive of the students on endowments, should be free scholars. The Government approved of the scale and remarked that "there is much force in the arguments used by the Native Members of the Committee against making the difference between the rate charged in a Government school and in an Aided school more than twenty-five per cent." On a reference Government decided that the scale should not be held to be binding on schools aided on the system of payment for results. In November 1875 a Committee was appointed for the purpose of taking

into consideration the question of a further increase in the rate of fees. The Committee was required to note that the Government did not intend to depart from the established proportion existing between fees in Government and in Aided schools. This Committee sent in its Report in February 1877, and orders were passed on it by Government in May following. The new rates, as per statement appended, were approved and came into force on the 1st January 1878. The Notification sanctioning this scale provided—

"That in addition to the ordinary first month's fee, an entrance fee, according to the following scale, should be charged when a pupil joins a school; and should a student quit a school and subsequently rejoin it, a fresh entrance fee is to be demanded.

	RS.
Sixth or Matriculation class	3
Fifth, Upper Fourth, Lower Fourth	2
Other classes	1

The Muhammadan and Ooriya students are to pay half the ordinary rates.

That the rules do not apply to—

(a) The practising departments of Normal Schools.
(b) Municipal Schools.
(c) Local Fund Schools.
(d) Schools on the Results system.
(e) Schools on the Combined system."

In 1879 the rate of fees in the College department at the Kumbakonum Provincial College was raised from Rs. 4 to Rs. 4-8-0. No rates of fees were prescribed for practising schools or for Girls' schools, Government or Aided. In Government practising schools the fee rates varied from 6 pies to Rs. 1¼, and in Aided schools of this description from 1 anna to Rs. 1½. In the practising department of the Government Female Normal School the fees payable by Europeans and East Indians varied from 8 annas to Rs. 3, and those payable by natives from 6 pies to 6 annas.

SCALE OF FEES APPROVED IN 1878.

NOMENCLATURE OF CLASSES.	MADRAS. Govt. RS.	A.	P.	MADRAS. Aided. RS.	A.	P.	A. MOFFUSIL TOWNS OF THE 1ST GRADE. Govt. RS.	A.	P.	Aided. RS.	A.	P.	B. MOFFUSIL TOWNS OF THE 2ND GRADE. Govt. RS.	A.	P.	Aided. RS.	A.	P.	C. MOFFUSIL TOWNS OF THE 3RD GRADE. Govt. RS.	A.	P.	Aided. RS.	A.	P.
COLLEGE.																								
Tenth (B. A.)	5	0	0	3	8	0	4	0	0	3	0	0	4	0	0	2	12	0	...	...	...	...	...	...
Ninth (Prep. B. A.)	5	0	0	3	8	0	4	0	0	3	0	0	4	0	0	2	12	0	...	...	...	...	...	...
Eighth (F. A.)	5	0	0	3	8	0	4	0	0	3	0	0	4	0	0	2	0	0	...	...	...	...	...	...
Seventh (Prep. F. A.)	5	0	0	3	8	0	4	0	0	3	0	0	4	0	0	2	0	0	...	...	...	...	...	...
UPPER SCHOOL.																								
Sixth (Matric)	3	8	0	2	8	0	3	0	0	2	0	0	2	8	0	1	12	0	...	...	...	...	...	...
Fifth (Prep. Matric.)	3	0	0	2	0	0	2	8	0	1	12	0	2	0	0	1	8	0	...	...	...	...	...	...
MIDDLE SCHOOL.																								
Upper Fourth	2	8	0	1	12	0	2	0	0	1	8	0	2	0	0	1	8	0	1	4	0	1	0	0
Lower Fourth	2	0	0	1	8	0	1	8	0	1	0	0	1	8	0	1	0	0	1	0	0	0	12	0
Third Class	1	8	0	1	0	0	1	0	0	0	12	0	1	4	0	0	12	0	0	12	0	0	8	0
LOWER SCHOOL. UPPER PRIMARY.																								
Second (4th Results)	1	0	0	0	12	0	0	12	0	0	8	0	0	12	0	0	8	0	0	8	0	0	[illegible]	0
First (3rd Results)	0	8	0	0	8	0	0	8	0	0	6	0	0	8	0	0	6	0	0	6	0	0	[illegible]	0
LOWER PRIMARY.																								
Prep. B. (2nd Results)	...	...	...	0	4	0	0	4	0	0	2	0	0	4	0	0	2	0	0	2	0	0	1	0
Prep. A. (1st Results)	...	...	...	0	2	0	0	2	0	0	1	0	0	2	0	0	1	0	0	1	0	0	0	6

REMARKS.

A. Includes Kumbakonam, Trichinopoly, Tanjore, Negapatam, Coimbatore, Tinnevelly, Pallamcottah, Saidapet, and such towns as may from time to time be placed in this grade by order of Government.

B. Includes all other towns, having colleges and higher class schools, and Srirangam, Tirivadi, Tiruvalur, and such other towns having only Middle-class schools as may from time to time be placed in this grade by order of Govt.

C. Includes all other towns having only Middle-class schools.

Some of the Government Girls' Schools were free, and some charged nominal fees. In some of these schools, as well as in schools aided on the results or on the combined system, the masters appropriated the fees. They were also paid sometimes in kind. It is worthy of note that some aided institutions charged fees in excess of the minimum rates prescribed.

Government Stipendiary Scholarships.

Col. Macdonald reported as follows in 1876 on the different kinds of Scholarships then in existence:— "There are at present four kinds of Government Stipendiary Scholarships, viz., (1) Scholarships awarded on the results of the University Examinations, (2) Scholarships given to Ooriya pupils in the Taluq schools of the Ganjam District, (3) Scholarships held by Normal students, and (4) Scholarships tenable in the Medical College, the Civil Engineering College, and the School of Arts. The University Scholarships were instituted in 1861. Originally ten Scholarships of Rs. 10 each were awarded by the Director of Public Instruction on the results of the Matriculation Examination, the Scholarship being tenable for three years in any institution which educated its pupils up to the standard of the B. A. Examination. Slight changes were made in the scheme from time to time. The number of Scholarships was increased to fifteen; the candidates were required to be placed in the first class of the Matriculation Examination, to secure one-third of the marks assigned to the English language, and to pass the First Examination in Arts which did not exist when the Scholarships were first instituted. In the event of their obtaining a place in the first class at the First Arts Examination, their Scholarships were raised from Rs. 10 to Rs. 15, and when the course for a degree was extended from three to four years a corresponding increase was made in the duration of the Scholarships. These regulations were suitable when

they were first framed, but the ultimate effect of the rules was that nearly all the Scholarships came to be monopolized by certain favoured districts, while those portions of the Presidency which stood most in need of encouragement derived little or no benefit from the scheme. A revised scheme, which was sanctioned in Government Order, No. 40, of the 8th February 1876, is now in operation. No Stipendiary Scholarships are given now in the Madras and Tanjore Districts, in which education of a high order is brought almost to the doors of the students. In the six districts noted in the margin there are Provincial Schools or Aided Institutions, educating up to the F. A. Standard. One Scholarship of Rs. 15, tenable for two years, is attached to each of these districts, and awarded to the pupil who stands first in the F. A. Examination. In the remaining eleven districts a boy cannot carry his education beyond the Matriculation Standard. A Scholarship of Rs. 10, tenable for two years, is attached to each of these districts and given to the pupil who stands highest in the Matriculation Examination. If the Scholarship holder takes a second class in the F. A. Examination, the Scholarship is renewed for a further period of two years; if he takes a first class, it is increased to Rs. 15. A limit of age which was introduced some years ago has been continued. To obtain a Scholarship a candidate must Matriculate before his age exceeds eighteen, and must pass the First Examination in Arts before his age exceeds twenty. The Scholarships are tenable only in institutions which educate up to the B. A. and F. A. Standards. As Mahomedans need special encouragement, one F. A. Scholarship of Rs. 15 and two Matriculation Scholarships of Rs. 10 have been provided for them without any limitation with regard

Godavery.
Kistna.
Bellary.
Trichinopoly.
Malabar.
South Canara.

to districts. A Matriculation Scholarship of Rs. 10 has been provided on similar ground for Ooriyas. Under Government Order, No. 201, of the 3rd June 1874, two Scholarships of Rs. 6 each, tenable for four years, are awarded by the Inspector of the First Division to the best Ooriya pupils of the Taluq schools of Rosselcondah, Purushotmapore, Itchapore, and Tekkaly, Rughoonauthpoor. The Scholarship holders are required to enter the fourth class of the Zillah school of Berhampore and to prosecute their studies up to the Matriculation Standard." During 1880-81 Rs. 9,560 were expended upon Scholarships in Arts and Secondary schools, Rs. 4,402 in special Colleges and schools, and Rs. 25,650 in Normal schools. No Scholarships of any kind were given in Primary schools for boys or girls.

Finance of Education.

During the ten years under review Government expenditure on University education in its own institutions rose from Rs. 64,000 to Rs. 122,000, and in aided Colleges from Rs. 8,700 to Rs. 28,500. On Secondary education in Government schools the outlay rose from ninety-thousand to a lakh and nine-thousand, while in aided schools Government expenditure fell from a lakh and ninety-thousand to ninety-thousand. Government Primary schools cost Rs. 75,925 in 1880-81 against Rs. 85,690 in 1870-71, while the Government expenditure on aided Primary schools rose from a lakh to a lakh and seven thousand. In the same ten years, the expenditure on aided Primary education from Local and Municipal Funds increased from Rs. 87,619 to Rs. 212,576, so that the aid to Primary education from 'public' funds amounted to Rs. 320,010 in the year 1880-81. The reduction of grant to Secondary education was not so great as indicated in the figures quoted above for the following reasons: (1) Up to 1874-75 the grants

debited to Secondary education were partly for Primary, as the classification was not exact; (2) The old rate schools which were drawing grants from Provincial funds were treated as private schools during the early years; (3) Many schools formerly improperly classed as "Middle" schools were reduced to the lower class. In the following table is shewn the net expenditure from Provincial Funds, *i. e.*, the whole amount of money expended by the Department *minus* the receipts from fees, from endowments, from the Educational Building Fund and from other sources :—

—	1870-71.	1875-76.	1880-81.
	RS.	RS.	RS.
Direction	37,185	40,423	40,598
Inspection ...	134,742	168,196	190,289
Government institutions for general education	203,181	190,063	245,841
Government institutions for special education	178,362	145,801	171,569
Scholarships	7,950	4,790	5,459
Grants-in-Aid	337,395	266,817	241,166
University	11,428	29,000	...
Book Depôt, &c. ...	22,787	7,788	— 469
Miscellaneous	...	...	4,474
Total ...	933,030	852,878	899,226

The gross expenditure on education at the three periods is summarised below :—

—	1870-7 .	1875-76.	1880-81.
	RS.	RS.	RS.
Government Institutions ...	4,49,936	766,582	940,768
Private Institutions ...	1,072,855	15,39,258	1,694,569
Direction, Inspection, &c. ...	382,891	436,409	472,375
Total ...	1,905,682	2,742,249	3,107,712

The extension of operation was thus much greater between 1871 and 1876 than between 1876 and 1881, the expenditure in the former five years having risen by more than 40 per cent., while the expenditure in 1880-81 was only a trifle more than 18 per cent. in excess of that in 1875-76. The gross expenditure of Rs. 31,07,712 was made up of the following sources: From Provincial Funds, Rs. 945,176; Local Funds, Rs. 4,44,847; Municipal Funds, Rs. 75,020; Fees in Government institutions, Rs. 241,899; Fees in Aided institutions, Rs. 465,509; Fees in Unaided institutions, Rs. 175,513; Endowments, Rs. 136,065; Other sources, Rs. 624,683.

Col. Macdonald's Administration.

Col. Macdonald, who was at the head of the Department from the 24th March 1875, retired from the service on 1st July 1880. The most important measures which marked Col. Macdonald's administration of the Department were the raising of the Provincial School at Rajahmundry to the status of a First-grade College; the constitution of the Berhampore, Cuddalore, Salem, and Madura High schools Second-grade Colleges teaching up to the F. A. Examination; the remodelling of the Government High and Middle schools with a view to secure for them a uniform scale of establishment with graduated salaries; the reduction of the Mofussil Normal schools to Elementary Normal schools adapted to the training of teachers for Primary schools; and the inauguration of the policy of encouraging Local Fund Boards to establish similar Normal schools, more especially in districts where Government schools did not exist; the revision of the curricula prescribed for Government schools; the bringing out of a volume of Standing Orders for Government schools and District Book Depôts; the revision of the rates of fees in Government and Aided schools; the appointment of an In-

spectress of Girls' school for the development of female education; and lastly, the revision of the Grant-in-Aid Code. With regard to the increase of local Colleges during Col. Macdonald's administration, Mr. H. B. Grigg, his successor, commented as follows:—"The policy of the late Director in developing the Provincial High Schools into Colleges has been much debated, and some of the objections urged are no doubt forcible, particularly those connected with the financial aspect of the measure, and with the expediency of encouraging Matriculates to stay in the Provinces and pursue their studies towards the Arts Degree Examinations in local institutions instead of resorting to the leading Colleges of the Presidency, more especially those in Madras, where they would have the benefit of receiving instruction in the higher branches of knowledge from Professors of culture and ability, mostly European. But quite apart from the evils resulting from residence in a large city far removed from the watchful care and control of parents and guardians, it is an undoubted fact that comparatively few of those who pass the Matriculation Examination from the Provinces proceed to the centres of educational activity to complete their studies, whilst a considerable proportion of those that matriculate would unquestionably do so if facilities for pursuing their studies existed in their own district. I have already drawn attention to the position of the Kumbakonum and Rajahmundry Colleges in regard to the neighbouring districts, also to the number of mofussil students in the two great Colleges at Madras. It is true that most of these small Colleges have not as yet been provided with men of mental and educational calibre adequate for the task entrusted to them, but I see no reason why men should not gradually be provided, as in the case of the Kumbakonum and Rajahmundry Colleges,

quite capable, at least, of carrying students through the first half of their University course. Remembering the strong passion for home which is innate with most Hindus, one cannot resist the conviction that the gradual acceptation of Western ideas will be much more rapidly and more safely brought about by means of superior educational institutions in the proximity of the homes of the people than by inducing them to go far from home in search of higher instruction and culture. I do not by these remarks desire to underrate the vast and incalculable importance of encouraging the youth of the country to proceed to the great centres of educational effort and of intellectual and industrial life, but I am disposed to think that, with the bulk of the students, it is better to defer this course until the second portion of their University course, when they have attained an age which renders them more secure against the temptations incident to a residence in a great city, and also an educational status which will enable them to derive greater benefit from superior professional teaching than if their migration followed immediately on their entering the University. The gradual increase of local Colleges will probably so vastly increase the number of students seeking to pass the final Degree Examination that in the course of a few years the great institutions of the Presidency town will have ample scope for their energies in passing students from the Provinces through the latter portion of their University career."

Section IV.—The Education Commission.

Appointment of the Education Commission.

On the 3rd February 1882, the Government of India appointed an Education Commission, with a view to enquiring into the working of the existing system of Public Instruction, and to the further extension of that system on a popular basis. The Commission consisted of the twenty-one Members noted below* and a Secretary. The Members selected not only represented official, native and missionary views, but also the various races and classes interested in Indian education. The reasons for the enquiry were various. In the first place it was thought that as a full quarter of a century had elapsed since the measures set forth in the Despatch of 1854 had come into active operation, the time had come for instituting a more careful examination into the results attained, and into the working of the existing arrange-

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* PRESIDENT.

The Honourable W. W. Hunter, B. A., LL.D., C. I. E., Member of the Viceroy's Legislative Council.

MEMBERS.

The Honourable Sayyid Ahmed Khan Bahadur, C. S. I., (who afterwards withdrew and was succeeded by his son, Mr. Sayyid Mahmud).

The Honourable D. M. Barbour, C. S., Secretary to the Government of India in the Financial Department.

The Rev. W. R. Blackett, M. A., Principal of the Church Mission Divinity College, Calcutta.

Mr. Ananda Mohan Bose, B. A., Barrister-at-Law.

Mr. A. W. Croft, M. A., Director of Public Instruction, Bengal.

Mr. K. Deighton, B. A., Principal of the Agra College, N.-W. Provinces.

Mr. J. T. Fowler, Inspector of Schools, Madras.

Mr. A. P. Howell, M. A., C. S., Commissioner of Berar.

Mr. H. P. Jacob, Educational Inspector, Bombay.

ments for carrying on of education. In some quarters there was also discontent that the principles of the Despatch of 1854 had not been fully carried out. It was thought that too great a sum had been devoted to Higher Education through the medium of State schools and colleges, that sufficient encouragement had not been given to elementary education, and that the Grant-in-aid system had not been satisfactorily developed so as to allow of the free expansion of aided education. The Missionary educationists were the first to complain. In 1878 was formed, chiefly through the exertions of the Rev. James Johnstone, the General Council on Education in India. Mr. Johnstone, who was the Secretary of the Council, by speaking, by writing pamphlets, and by organizing deputations to influential statesmen, brought the *movement* into notice. The Council contained, among others, the Earl of Shaftesbury, Lord Lawrence, and Lord Halifax, the author

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Mr. W. Lee-Warner, M. A., C. S., First Assistant Collector, Satara, Bombay.

The Rev. W. Miller, M. A., Principal of the Madras Christian College.

Mr. P. Ranganada Mudaliar, M. A., Professor of Mathematics, Presidency College, Madras.

The Honourable Babu Bhudeb Mookerjee, C. I. E., Inspector of Schools, Bengal.

Mr. C. Pearson, Inspector of Schools, Bengal.

The Honourable Maharaj Sir Jotendro Mohan Tagore, K. C. S. I., Member of the Viceroy's Legislative Council.

Mr. Kashinath Trimbak Telang, M. A., LL. B., Bombay.

Mr. G. E. Ward, C. S., Collector of Jaunpur, N.-W. Provinces.

The Rev. H. Jean, D. D., (S.J). Rector of St. Joseph's College, Trichinopoly.

Mr. C. A. E. Browning, M. A., Inspector-General of Education, Central Provinces.

Mr Haji Ghulam Hasan, Punjab.

SECRETARY.

Mr. B. L. Rice, Director of Public Instruction, Mysore and Coorg.

of the great Despatch of 1854. The Education Commission was partly due to the agitation of this Council; for the Marquis of Ripon, when he went out to India, in 1880, gave pledges to a deputation of the Council, which had waited upon him, that he would make a thorough and searching inquiry as to how far the principles of the Despatch of 1854 had been carried out.

Instructions to the Commission.

The Government of India desired that the Commission, in enquiring how far the principles of Despatch of 1854 had been acted on, "should specially bear in mind the great importance which the Government attaches to the subject of Primary Education. The development of elementary education was one of the main objects contemplated by the Despatch of 1854. Attention was specially directed in that Despatch to the question how useful and practical knowledge, suited to every station in life, might be best conveyed to the great mass of the people, who are utterly incapable of obtaining any education worthy of the name by their own unaided efforts; and it was desired that the active measures of Government should be more especially directed for the future to this object." "Although the matter was thus prominently and at the outset pressed upon the attention of the Indian administrations there can, His Excellency in Council believed, be very little doubt that, owing to a variety of circumstances, more progress has up to the present time been made in high and middle than in primary education. The Government of India is not disposed in any way to regret this advance. It would be altogether contrary to its policy to check or hinder in any degree the further progress of high or middle education. But the Government holds that the different branches of Public Instruction should, if possible, move forward together, and with more equal step

than hitherto, and the principal object, therefore, of the enquiry of the Commission should be 'the present state of elementary education throughout the empire, and the means by which this can everywhere be extended and improved.'" The Commission, at the same time, was required to consider the wider extension of the Grant-in-aid system in connection with high and middle education and the steps necessary to encourage native gentlemen to come forward and aid, even more extensively than hitherto, in the establishment of schools upon the Grant-in-aid system. The best way of securing the aid of municipal bodies in the management of the public schools, was also required to be considered. The Government of India also called the attention of the Commission to the statement, not unfrequently made, that the wealthier classes in India did not pay enough for the education of their children and suggested that the funds available for Scholarships should be so distributed as to afford ample facilities for obtaining a good secondary education to a large number of youths in the Secondary schools. The Commission was directed to "particularly enquire as to the extent to which indigenous schools exist in different parts of the country, and are, or can be, utilised as a part of the educational system." With regard to secondary education, the Commission was directed to enquire "into the quality and character of the instruction imparted in schools of this class" and emphasized the importance of this education being as thorough and as sound as possible. The Commission was also to enquire into the system of educational inspection, with a view to removing defects, introducing improvements, and securing the aid of a large amount of voluntary agency in the work of inspecting and examining the schools. The important and difficult subject of female education was to receive special consideration, together with the best means of encour-

aging and extending it so far as the circumstances of the country permitted. Whilst thus assigning a large area of enquiry to the Commission, the Governor-General in Council exempted certain special branches of educational work from its investigations. These branches included the general working of the Indian Universities; technical instruction, whether medical, legal or engineering; the education of Europeans and Eurasians. The Government of India also warned the Commission that in providing for the extension of primary schools, "the limitation imposed upon the action of Government by financial considerations must always be borne in mind."

Method adopted by the Commission in conducting the enquiry.

The Commission assembled in Calcutta on the 10th of February 1882, and sat regularly until the 31st of March. Its deliberations during this short session were chiefly directed to preparing a scheme, with a view to clearly ascertaining the state of education in each of the provinces of India. For this purpose, the representative members for each part of India were constituted a Provincial Committee. During the next eight months the President visited the different Provinces, collecting materials, receiving petitions, and examining witnesses. A great enthusiasm was excited in the subject of education throughout the length and breadth of the country. At every place that was visited large meetings were held to welcome the Commission. Nearly two hundred witnesses were examined, and over three hundred memorials were presented, one hundred and forty of them coming from educational Societies, and Municipal and other public bodies. The Commission re-assembled in Calcutta on the 5th of December 1882. Having fully deliberated on the material interest, and agreed upon its recommendations, the Commission concluded its collective labours on the 16th of March 1883.

The Report, which is a folio volume of over 600 pages, was drawn up by the President of the Commission, and a representative Committee of five members—namely, Mr. Croft (Bengal), Rev. W. Miller (Madras), Mr. Howell (Central Provinces), Mr. Lee-Warner (Bombay), and Mr. Deighton (N. W. Provinces). Mr. Jacob was entrusted with the preparation of the Statistical Tables contained in the report. The Commission arrived at no less than two hundred and twenty-two resolutions, of which one hundred and eighty were carried unanimously, while the remaining 42 were carried by a majority. The recommendations are to be accepted as the deliberate decisions of the Commission and they form the basis of the Report.*

Indigenous Education.

In the chapter on Indigenous schools, after a brief survey of indigenous education in India, the distinctive feature of the different indigenous systems, the religious character of the high class and elementary indigenous schools, the status of indigenous schoolmasters and other subjects are interestingly, though not exhaustively, dealt with. With reference to the attitude of the department towards such schools it was recommended "that the best practical method of encouraging indigenous schools of a high order, which desire recognition, be ascertained by the local educational department in communication with the Moulvies and Pandits and others interested in the subject." The following were some of the recommendations relating to the schools to be assisted, the character, and conditions of assistance, and the channel of distributing aid :—

"That all indigenous schools, whether high or low, be recognized and encouraged, if they serve any purpose of secular education."

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* *Vide* Appendix G.

"That the system of aid adopted be that which regulates the aid given mainly according to the results of the examination."

"That special encouragement be afforded to indigenous schoolmasters to undergo training, and to bring their relatives and probable successors under regular training."

"That a steady and gradual improvement be aimed at, with as little immediate interference with the personnel and curriculum of indigenous schools as possible."

"That aided indigenous schools, not registered as special schools, be understood to be open to all castes and classes of the community; special aid being, if necessary, assignable on account of low-caste pupils."

"That, where municipal and local boards exist, the registration, supervision and encouragement of indigenous elementary schools, whether aided or unaided, be entrusted to them, provided that such boards shall not interfere in any way with any schools which do not desire to receive aid or to be subject to the supervision of the boards."

Primary Education.

The chapter on Primary education opens with a definition of "Public Primary Schools." The Report says:—"By the word 'Public" we do not mean merely Government schools which are wholly supported at the expense of public funds, whether those funds be provincial, local or Municipal, but any schools which receive aid in any form from the State, even when that aid is confined to the benefits of inspection and supervision, as well as those which regularly send their pupils to the examinations held by the Department." The Commission also recommended "that Primary education be regarded as the instruction of the masses through

the vernacular in such subjects as will best fit them for their position in life, and be not necessarily regarded as a portion of instruction leading up to the University." Reference is made in it to the two theories regarding the extension of Primary education. The one is that Departmental schools should be opened in every large village of the country and so organized as to afford a thorough education under the direction of departmental inspectors and through the agency of good teachers. The other is the system of incorporating the indigenous schools of the country instead of superseding them entirely by departmental schools. The Commission pointed out that both systems could claim the sanction of the higher authority. The Despatches of 1854 and 1859 confirmed the principle of incorporating and improving the existing indigenous schools, rather than of inducing the people to set up new schools under the Grant-in-aid systems then in force; but they also sanctioned the establishment of new schools by direct departmental agency. Accordingly, the Local Governments considered themselves free to adopt whichever system seemed to be more suited to local circumstances. Speaking of the Primary system in Madras, the Report says:—

"The early history of Primary education in Madras offers a marked contrast to its later development. The present system, which rests mainly on private enterprise, without altogether neglecting the direct instrumentality of the department, was founded in 1868, consolidated in 1871, and has been systematically persevered in and improved from that date up till now. It differs from that of Bombay in the large support which it gains from private enterprise and in its liberal patronage of indigenous schools; again, it differs from that of Bengal in its more practical and

successful insistence upon improvement and upon raising aided schools out of their traditional indifference to a level with the progressive wants of society. The policy laid down from the first has been steadily adhered to without interruption. Prior to the year 1868 Madras could not boast that success had attended its early efforts. Nearly fifty years before that date, Sir Thomas Munro had devised a scheme of establishing district and taluka schools based upon the indigenous schools of the country, but his plan was abandoned in 1836. Apart from the check which this abandonment involved, other influences were at work to retard the progress of Primary education. From Bengal by its example, and from England by direct instructions, pressure was brought to bear on Madras in favour of extending higher education. The theory of "downward filtration" obtained complete ascendancy, and even in 1841 the President of the University Board, in an address to Lord Elphinstone, gave expression to the popular view where he remarked that "the light must touch the mountain tops before it could pierce to the [illegible] depth." Mr. Thomas, who was a few years later Chief Secretary and Member of the Council of Education, entirely disapproved of these sentiments and argued in favour of the broader basis of solid education through the native languages. No action was, however, taken to carry out these views, and when the Despatch of 1854 reached Madras, a few elementary schools in the Hill tracts of Ganjam and in Rajahmundry, and a paltry expenditure in Chingleput, Nellore and Tanjore, represented the attention which the State had paid to the instruction of the masses. Ten years later, when Mr. Monteath's note of 1865-66 was written, primary State education still lagged behind. But about this period the Grant-in-aid rules were under revision, and a new scheme

for results grants sanctioned in the following year came into force on 1st January 1868. From this date Primary education made rapid and continuous progress. In the first year 494 schools were aided on the system of payment of results, in the next 1,065, and in the third 1,606. In 1871 there were only 17 Government Primary schools chiefly in the Hill tracts of Ganjam, attended by 741 pupils, the aided and inspected schools were 2,783 with 67,496 pupils, while the High and Middle schools, had 21,465 pupils in the Primary classes. Thus there were 89,702 children under primary instruction in Madras."

In the following recommendation the Commission state their conviction of the great importance of Primary education :—

"That while every branch of education can justly claim the fostering care of the State, it is desirable, in the present circumstances of the country, to declare the elementary education of the masses, its provision, [illegible]ion, and improvement to be that part of the educational system to which the strenuous efforts of the State should now be directed on a still larger measure than hitherto."

Subjects such as methods of registration of attendance, school accommodation, training of teachers, fees, scholarships, &c., were also dealt with fully. A uniform standard of examination for Primary schools was laid down, the standards being revised with a view to the introduction of practical subjects such as native arithmetic, mensuration and elementary physics. The following are a few of the important recommendations on Primary education :—

"That an attempt be made to secure the fullest possible provision for an extension of primary education by legislation suited to the circumstances of each province."

"As a general rule, aid to Primary schools be regulated to a large extent according to the results of examinations, but an exception may be made in the case of schools established in backward districts or under peculiar circumstances which may be aided under special rules."

"Primary education be extended in backward districts, especially in those inhabited mainly by aboriginal races, by the instrumentality of the department pending the creation of school boards, or by specially liberal Grants-in-aid to those who are willing to set up and maintain schools."

"All Primary schools wholly maintained at the cost of the school boards, and all Primary schools that are aided from the same fund and are not registered as special schools, be understood to be open to all castes and classes of the community."

"Primary education be declared to be that part of the whole system of public instruction which possesses an almost exclusive claim on local funds set apart for education, and a large claim on provincial revenues."

Secondary Education.

The following is the definition given of Secondary education at the commencement of Chapter V. of the Report:—"Secondary education, as the term is understood in India, may be generally (though not in all cases accurately) described as that which leads up from the primary to the collegiate course." It was however pointed out that though the higher limit of Secondary education was precisely defined by the Matriculation standard of the Universities, since that standard has been regarded not only as the introduction to a course of collegiate study, but also as the final standard of Secondary schools, the starting point of Secondary education necessarily varied with the varying limits of primary instruction, as that was understood in different Provinces. Several ques-

tions of importance are discussed in this chapter, *e. g.*, the place of English and Vernacular in Secondary schools, Middle schools and their different aims, Text-books in Secondary schools, Training of Teachers, &c. The Commission indicate a distinction in the claims which Primary and Secondary education respectively have upon the support of the State, in the recommendation which runs as follows :—"That it be distinctly laid down that the relation of the State to secondary is different from its relation to primary education, in that the means of primary education may be provided without regard to local co-operation, while it is ordinarily expedient to provide the means of secondary education only where adequate local co-operation is forthcoming ; and that, therefore, in all ordinary cases, Secondary schools for instruction in English should hereafter be established by the State preferably on the footing of the system of Grants-in-aid." Other recommendations of importance related [illegible]furcation system :—

"That in the upper classes of high schools there be two divisions, one leading to the Entrance examination of the Universities, the other of a more practical character, intended to fit youths for Commercial or other non-literary pursuits."

"That when the proposed bifurcation in Secondary schools is carried out, the certificate of having passed by the final standard, or if necessary by any lower standard, of either of the proposed alternative courses, be accepted as a sufficient general test of fitness for the public service."

Collegiate Education.

The chapter on Collegiate education begins with a review of the growth of this branch of education in the various Provinces. The following is the para. regarding Collegiate education in the Madras Presidency :—

"Collegiate education in the Madras Presidency needs but a comparatively brief account ; for while

Bengal and Bombay started with the attempt to cultivate the classical language of the East, and to educate their students in the theological and legal lore of the faith to which they belonged, in Madras it was recognized from the first that the only sound basis for the higher education lay in attaining knowledge according to European method. One reason of this difference is to be found in the date at which that higher education was set on foot. Of the institutions in Madras, which previous to 1857, had a claim to be called colleges, none date further back than 1837; none, that is, came into existence till the controversy between the Anglicists and Orientalists had been finally decided. Another reason was that the old religious literature had less hold on the affections of the people, and that the importance of conciliating religious feeling had not impressed itself so strongly upon Government. The colleges, therefore, from their first beginning, were in character much what they now are, though in efficiency and completeness great strides have since been made. To a Missionary body belongs the honour of having founded the first institution of the kind, the General Assembly's Institution, as its earlier title was, the Madras Christian College, as it is now called. Here alone, for several years, could a native of Southern India obtain a liberal education. The Presidency College which came into existence as a High School in 1841, and in a few years was practically a college, did not receive the higher title till 1855, while St. Joseph's College, which was founded at Negapatam in 1846 by the Jesuits, in charge of the Madura Mission, only entered upon its enlarged field of operations some years after the establishment of the Madras University."

Some of the important subjects dealt with in this chapter are the scope and character of collegiate

instruction, duration of college courses, salaries of Professors and their status, Grants-in-aid, &c. The question of the Government connection with the colleges was settled by dividing them into three classes; (1) those from which it would be premature to withdraw, as being, and likely for sometime to continue to be, the institutions on which higher education would mainly depend, (2) those which might be with advantage transferred to local bodies of natives on stringent conditions of permanent maintenance in full efficiency, (3) those which, having been only partly successful, it was advisable to transfer without such stringent guarantees or to close permanently, in case, after due notice, no local body cared to carry them on. The following are some of the important recommendations of the Commission bearing on Collegiate education :—

"That the rate of aid to each college be determined by the strength of the staff, the expenditure on its maintenance, the efficiency of the institution, and the wants of the locality."

"That Indian graduates, especially those who have also graduated in European Universities, be more largely employed than they have hitherto been in the colleges maintained by Government."

"That in order to encourage diversity of culture, both on the literary and on the physical side, it is desirable, in all the larger colleges, Government and Aided, to make provision for more than one of the alternative courses laid down by the Universities."

"That an attempt be made to prepare a moral textbook, based upon the fundamental principles of natural religion, such as may be taught in all Government and non-Government colleges."

"That the Principal or one of the Professors in each Government and Aided college deliver to each of

the college classes in every Session a series of lectures on the duties of a man and a citizen."

Boarding Houses.

The Commission, though it did not pass a definite resolution recommending Boarding Houses or Students' Hostels in connection with colleges, still indicated the desirability of those institutions. The Report says:— "In their scheme of discipline, and in the academic life of their students, Indian colleges have but little analogy with those of the older English Universities, their resemblances being close to those of Scotland and Germany. Residence in college buildings is not only not generally compulsory, but the colleges are few in which any systematic provision is made for control over the students' pursuits out of college houses. Boarding houses are, indeed, attached to certain institutions, and their number increases year by year. But, unless the students' home be at a distance from the collegiate city and he have no relatives to receive him, it is seldom that he will incur the expense which residence involves. Two principal reasons account for this feature in our system. First, the initial outlay upon buildings is one from which Government and independent bodies alike shrink. For so poor is the Indian student that it would be impossible to demand of him any but the most moderate rent—a rent perhaps barely sufficient to cover the cost of the annual repairs. The second objection lies in the religious and social prejudices which fixes class from class. Not only does the Hindu refuse to eat with the Mussalman, but from close contact with whose sections of his own co-religionists he is shut off by the imperious ordinances of caste. Experience, however, has already proved that the barriers of custom are giving way. In the North-West Provinces and the Punjab, where the residential system has been widely tried, the success has been considerable, and nothing

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but want of funds stand in the way of a fuller development. In the more important colleges, also, a considerable number of the students are in residence; in Bengal and Madras the system has been less fully recognised. Yet it is the only thing which will give the Departmental Officer a hold upon the lives of those whose intellects he trains with such sedulous elaboration. From any attempt to touch the religious side of the students' character, the Government Educational Officer is debarred by the principle of religious neutrality. All the more important therefore it is that he should be able to exercise the moral influence of a wise and watchful discipline."

Moral Training in Colleges.

The remarks of the Commission on the subject of moral training—a subject to which considerable attention has of late been given by the Government of India and the local Governments are of special interest and value. The Report says:—"The subject of moral training in colleges is replete with difficulties—difficulties, however, that are mainly practical. For there is no difference of opinion as to moral training being as necessary as intellectual or physical training, and no dissent from the principle that a system in which moral training was wholly neglected would be unworthy of the name of education. Nor, again, is there any difference of opinion as to the moral value of the love of law and order, of the respect for superiors, of the obedience, regularity and attendance to duty which every well-conducted college is calculated to promote. All these have, by the nearly universal consent of the witnesses, done a great deal to elevate the moral tone and improve the daily practice of the great bulk of those who have been trained in the colleges of India. The degree in which different colleges have exerted a moral influence of this kind is probably as various as the degree

of success that has attended the intellectual training given in them and has doubtless been different in all colleges at different times, depending as it does so largely on the character and personal influence of the Principal and Professors who may form the staff at any given period. So far all the witnesses, and probably all intelligent men, are substantially agreed. Difficulties begin when the question is raised whether good can be done by distinct moral teaching, over and above the moral supervision which all admit to be good and useful, and which all desire to see made more thorough than it is at present. In colleges supported by Missionary Societies, in the Anglo-Muhammadan College, Aligarh, and in at least one other college under native management, the attempt has been made to give such moral teaching on the basis of religion. In Government colleges there has been no attempt at direct moral teaching. In them, entire reliance has, as a rule, been placed on such moral supervision as can be exerted during college hours, and on such opportunities for indirect moral lessons as are afforded by the study of the ordinary text-books and by the occurrences of ordinary academic life. Religious education, and the possibility of connecting it with Government colleges, we shall consider separately. The present point is the possibility or wisdom of introducing distinct moral teaching in places where there is no religious instruction. The question that was put to bring out the views of our witnesses on the point stood thus:—"Does definite instruction in duty and the principles of moral conduct occupy any place in the course of Government colleges and schools? Have you any suggestions to make on this subject?" None of the witnesses raised any objection in principle to such instruction being given. A considerable number held that there is no need for such instruction, and two of these, the Principals of Government

colleges in Bombay and Madras, held that no good result can flow from devoting a distinct portion of time to the teaching of duty and the principles of moral conduct. Some also held that the practical difficulties in the way of introducing moral instruction into Government colleges are so great that it is expedient to leave matters as they are. The great majority, however, of the witnesses that dealt with the question at all, expressed a strong desire that definite moral instruction should form part of the college course. ...A review of the evidence seems to show that moral instruction may be introduced into the course of Government colleges without objection any where, and in some Provinces with strong moral approval. Those who wish definite moral instruction to be introduced generally advocate the teaching of some moral text-book. No one, however, has pointed to any text-book that he is prepared to recommend for immediate introduction.... In all colleges, and under all courses of instruction, the most effective moral training consists in inculcating habits of order, diligence, truthfulness, and due self-respect combined with submission to authority, all of which lessons a good teacher finds useful opportunities of imparting. The formation of such habits is promoted by the study of the lives and actions of great men, such as the student finds in the course of his English reading; and, it may also be hoped, by the silent influence upon his character of constant intercourse with teachers, whom he is able to regard with respect and affection. Nor, again, is there reason to believe that collegiate education of the present type has any injurious effect upon the life and character of the students. On the contrary, the nearly unanimous testimony of those who have had the best opportunities of observing goes to shew that in integrity, in self-respect, in stability of purpose, and

generally in those solid qualities which constitute an honourable and useful character, the University graduate is generally superior to those who have not employed the advantages which college training confers."

Religious teaching in Colleges.

On the subject of religious teaching the following remarks are found in the Report :—"Government having deliberately adopted the policy of religious neutrality, there is no religious teaching in the colleges managed by the Department of Education. The Grant-in-Aid system is based upon the same policy, and it might therefore seem that the subject of religious teaching in Aided colleges has no place in the Report of the Commission. Nor would it if the question be not equally consistent with the religious neutrality of Government colleges, the policy, namely, not of excluding all religions, but of giving equal facility for instruction in them all. This has been advocated by several native witnesses, especially in the Punjab. The argument adduced in favour of such a policy seems generally to be that the minds of students are so filled with their secular studies that religion drops out of view and ceases to influence them and that home influence has been found in practice too weak to counteract the anti-religious, or rather non-religious, influence which exclusive attention to the subjects studied at college is exerting. This is expressed as follows by one who pleads strongly for a change in this respect: "Children are sent to school as soon as they are able to talk and move about freely, and they spend a number of years in school, until in fact they are passed out as full blown B. A.'s or some such thing...... Their whole time and attention being devoted to school-books, they fall very little under what is called the home influence. ...The unfavourable impressions which the children receive in the school for a series of years at

the early part of their age sit deep in their hearts and exert a very demoralizing influence upon them in after-life, to the prejudice of themselves and of those who come in their ways..... Will Government tolerate such a state of things? Will it still persist in a policy which excludes religion from the State education, but encourages something which is anti-religious, though in the most indirect manner.' The remedy proposed is that Government should employ teachers of all prevalent forms of religion to give instruction in its colleges, or should at least give such teachers admission to its colleges if their services are provided by outside bodies. We are unable to recommend any plan of this kind. However praiseworthy the feelings that underlie such a proposal, we are satisfied that no such scheme can be reduced to practice in the present state of Indian Society. The system of grants-in-aid was in part designed to meet the difficulty complained of, and those who regret the absence of religious teaching from Government Colleges are at liberty to set up colleges giving full recognition to the religious principles they prefer. In doing this they should be most liberally helped, and it may be worth while to point out that the successful establishment of a college in which any form of religion is inculcated would not lose its effect even though the Government College in which religion is not taught should continue to be maintained beside it. Students cannot be kept apart, and cannot but affect one another. Any influence, whether good or bad, that is felt among the students in one college spreads rapidly to those of another that is near it. Thus, those who regard any particular form of religious teaching as a good thing may be sure that by establishing a college in which such teaching is imparted, they are influencing not only the students their own college may attract, but the students in Government Colleges as well."

General effects of Higher Education.

On the subject of the general effects of Collegiate Education, the Commission expressed itself in no uncertain manner. The remarks of the Commission are of special importance as critics have often taken too pessimistic a view of the effects of this branch of education. The Report says:—"An estimate of the effect which collegiate instruction has had upon the general education and enlightenment of the people must in fairness be accompanied by a reference to the objects which it sets before itself. The reformers of 1835, to whom the system is due, claimed that only by an education in English, and after European methods, could we hope to raise the moral and intellectual tone of Indian society and supply the Administration with a competent body of public servants. To what degree, then, have these objects been attained? Our answer is in the testimony of witnesses before this Commission, in the thoughtful opinions delivered from time to time by men whose position has given them ample opportunities of judging, and the facts obvious to all eyes throughout the country. And that answer is conclusive; if not that collegiate education has fulfilled all the expectations entertained of it, at least that it has not disappointed the hopes of a sober judgment. Many mistakes in the methods employed have been pointed out and corrected by maturer experience. Much done has to be undone. Not a little yet remains for gradual reconsideration. So, too, of the recipients of our college education, it is by no means pretended that they are the very crown and flower of Indian humanity. Many unlively defects of character still give occasion of scorn to those who are nothing if not critical. Of superficial learning, and of pretensious self-assertion, manifested in a variety of ways, there has no doubt been plenty. It would be strange if it were otherwise. For in no country under any circumstances has there been equal

or similar encouragement to the development of such and other faults. The surroundings of an Indian student are not always favourable for the development of a high type of character. Neither in the labour nor in the recreations of those about him does he find much that sort with his intellectual pursuits. Living in an atmosphere of ignorance, his sense of superiority is in danger of becoming conceit. Reverence for the current forms of the religion of his country seems difficult to him when face to face with dogmas which science has exploded, and a disposition to scoff does not beautify his nature. Nor is it possible, at least in Government Colleges, to appeal in a large and systematic manner to that religious teaching which has been found to be the most universal basis of morality. Again, his intercourse with the ruling race is not wholly without its drawbacks. Unwise enthusiasts flatter him with hopes and prophecies. The advantages he enjoys give him a distorted idea of claims to be urged upon a Government that has done so much for him. His self-reliance weakens with encouragement, or he is irritated and rebuked by the chilly courtesies of English reserve. The narrow circle of his life; the absence of facilities for travel, whereby his sympathies and experience might be enlarged; the strong temptation to lay aside his studies so soon as employment supplies his moderate necessities; the scanty inducement to fit himself for higher duties,—all help to dwarf the moral and intellectual growth, and to foster those faults against which satirists, good-humoured or bitter, have directed so many shafts. All the greater, therefore, is the credit given to him when he rises above the influences by which he is surrounded; and, whatever his weaknesses, it may be safely said that they who best know the educated native have the most to urge in his favour. It may

also be safely said that many of the faults charged against the earlier generation of college students are disappearing, as an English education is less regarded in the light of a rare distinction. Some of those faults were born of the time and circumstances; some had root in a system of instruction now everywhere becoming more thorough and more scientific."

Professions which the Majority of educated Natives adopt.

Considerable light is thrown in the Report on the subject of the Professional occupations of educated Natives:—"Of the professions to which a student takes on leaving college, the most favourite are Government Service and the Law. In the latter will generally be found those whose talents are brightest, and in whom self-reliance is most strong; in the former, those who, from narrowness of circumstances or from a doubt of their own powers, have been glad to accept employment, sometimes of a very humble kind. As a Government servant, the ex-student is found everywhere and in all branches of the Administration as a Clerk, as a subordinate Judicial, Revenue, or Police Officer; as a Professor in a College or teacher in a school; in various capacities in the Department of Public Works, the Forest Department, the Telegraph, the Railway, the Medical Service. In all he holds appointments involving considerable trust and exercising zeal, energy, activity. And in some Provinces he has attained his present position despite strenuous antagonism on the part of his countrymen brought up in the old school, who were naturally anxious to keep in their families posts regarded from length of tenure, as hereditary possessions. That this antagonism was for so long so efficient, resulted, in a considerable measure, from an unwillingness on the part of civil officers to employ a class of men with whom they had but slight acquaintance, and who were without the necessary apprenticeship to official life. Such un-

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willingness is becoming a thing of the past. Throughout the country Civil officers have begun to discover and readily to acknowledge, that in integrity, capacity for work, intelligence, industry, the subordinate trained in college excels his fellows brought up in the traditions of the past. At the Bar, a profession which in many ways is eminently suited to the bent of the native mind, the ex-students of our colleges have made their way with honourable success. Even in the Presidency towns, though pitted against distinguished English lawyers, they carry off a large share of the practice, acquitting themselves with especial credit in civil cases. If their legal acumen has, for its very subtlety, sometimes been the subject of doubtful compliment, many of their number are conspicuous for grasp of subject and breadth of view. Though pleading in a foreign tongue, they not seldom display an eloquence and power of debate which would command admiration before any English tribunal. Some of the ablest of them have attained to the Bench of the Calcutta High Court, Madras and Bombay tell the same tale, and though in the backward Provinces the number of distinguished advocates is not large, a Mussalman student, once a student of the Benares College, was recently called to fill a vacancy in the Allahabad High Court. In the District Courts, where of old chicanery and many questionable devices so largely prevailed, the influence of the educated native pleader has generally been of a healthy kind. And when this is the case it is especially creditable to him. For, away from the eye of those whose disapproval would mean loss of professional caste, and exposed to influences and temptations such as perhaps advocacy in no country confronts, he has need of a strong moral rectitude and much earnestness of purpose. But with the support of the wholesome pride which the members of his

profession feel in so honourable a career, it every day becomes easier to him to emulate the dignity and self-respect which are so peculiarly characteristic of the English Bar. Government Service and the Law, as we have said, engage the attention of the majority of our graduates and under-graduates. A smaller number betake themselves to private service as clerks, assistants or managers. Some engage in trade. They are however, comparatively few. For commerce needs capital and hereditary aptitude for business, neither of which is usually possessed in any sufficient degree by those educated in our colleges. Where, indeed, a commercial career is chosen by them, the general testimony is of the same purport as that borne to the credit with which they fill other positions in life. Such testimony coming from various quarters, and having reference to a variety of occupations, we might easily quote at great length.*........... Of the morality of our ex-students question has sometimes been made; not so much because experience justified an accusation as because it was pre-supposed that those who received no definite religious instruction must necessarily have but little reverence for a moral law to which were attached no divine sanctions. There is, however, no reason whatever why a scientific education should lower the standard of conduct. It is true that such education tends to weaken and destroy primitive beliefs, but morality is independent of those beliefs, and a young man's studies at College are certainly not calculated to weaken his appreciation of moral truths. Nor in estimating the effect which Collegiate education has had upon religious belief, ought we to forget the large extent to which students have joined the Brahmo Somaj and other

* Here follow the testimony of Sir M. R. Westropp, Sir William Wedderburn, and Sir Charles Turner.

Theistic Associations of the same character, or the constant prominence given in their public writings and discussions to the subject of a reformed faith. In the restricted sense of integrity, the higher level that prevails is certified by the evidence of facts and the evidence of words. It is not merely the Government officer who now feels himself able to place reliance upon the uprightness of his subordinates. The same is the case with commercial men, with managers of Banks, with Railway companies. Dishonest servants are, of course, sometimes found among highly-educated natives of India, as they are sometimes found among highly-educated natives of England. And equally, of course, the most has been made of such instances to discredit an education novel in kind and therefore disliked by many. If, again, under the term morality, we include those qualities which tend to the general welfare of a people, then in a larger sense has the highly-educated native vindicated his claim to our respect. For it is he whose enterprise and enthusiasm have done much to rouse self-effort in education, and whose munificence has not seldom made that possible. It is he who has created the native press in its most intelligent form. His are the various societies, literary and scientific, societies for religious and for social reform. To his activity it is due that vernacular literature is so rapidly multiplying its utility. From his number have come men who have guided the policy of Native States at critical times, and filled with dignity important offices under the British Government. Still, desirous as we are fully to acknowledge the good effects of Collegiate education, we do not shut our eyes to certain deficiencies of result and certain positive evils ascribed to various defects of system. We cannot affirm that in education has been found a sufficient cure for the com-

parative absence of lofty motive and of a sense of public duty which for long centuries has been an admitted drawback on so much that is attractive in the character of natives of India. We cannot deny that though the standard of morality is higher than it was, it is still a morality based to a large extent upon considerations of a prudent self-interest rather than upon any higher principles of action. Moral strength of purpose under circumstances in which such strength has nothing but itself to rely upon is too often conspicuous by its absence; and great intellectual attainments are by no means always accompanied by great elevation of character. On the other hand, however, it must not be forgotten that improvements in this matter, especially under the conditions imposed by the past history of the country, must be the work of several generations. In the minor matter of courtesy and good manners, it is also objected that there has been a distinct deterioration; that in their desire to cast off the reproach of subservience, educated natives have mistaken rudeness of behaviour for dignified independence. This charge within certain limits admits of no dispute. Still, it is a result at which we cannot greatly wonder when we take into account the ugly faults and unpleasant symptoms that accompany a period of transition. Again, those who most fully recognise the general improvement, ascribe it to influences of which education is but one, and by no means the most prominent one; though to this it may perhaps be replied that it is education which has brought about a state of mind upon which alone those other influences could work. There is another respect, of a different, and more special character, in which Collegiate education has as yet certainly failed. With a few brilliant exceptions, no eminent scholars are to be found in the long list of University graduates. Two reasons, however,

go a great way to account for this fact. One is to be found in the character of the academic system in its earlier days. That system aimed rather at giving a general education than at encouraging special knowledge. The more recent reforms all tend towards the substitution of a small number of subjects for the multifarious requirements which experience has condemned. A second reason is the poverty of the Indian student. To one out of five hundred, it is a matter of indifference whether, when he goes out into the world he can at once earn his livelihood. With the rest, employment in some shape or other is a necessity; and that employment rarely leaves him leisure or inclination to carry on studies of which he has but come to the threshold. Private liberality has done much for education in many directions. But the endowment of research is not one of those directions. A life of learned ease is almost unknown to the Indian student; his success must be a success of a practical character; his ambition waits upon his daily wants. In judging of the results already attained, many allowances have to be made; above all the allowance of time. Even in the most advanced province of India, collegiate education of the present type is barely fifty years old; in some parts of the country its life measures less than half the span; in some it has not yet begun. It must be remembered, too, that that education is of exotic growth, or rather, that it has been imposed upon the country by an alien power. If the advent of the philosopher, the moralist, the reformer, of which Sir Charles Turner is so hopeful, be still "a far off adorable dream," it is but a sober estimate which declares that, directly or indirectly, collegiate education has been beneficial in a variety of ways to an extensive portion of a vast empire."

Internal Administration of the Department.

The chapter on the Internal Administration of the Education Department begins with a description of the constitution of the Education Department in the different Provinces of India, and then proceeds to discuss the following proposals; (1) the association with the Director in each Province of a Consulting Board of Education; (2) the transfer to the Universities of a large portion of the control now exercised by the Department; (3) the similar transfer of control to District Boards or other local bodies; (4) the abolition of the Provincial Directorships. The proposal to abolish the Provincial Directorships found no support in the Commission, and was not even suggested as a matter for discussion. With regard to the extension of the functions of the University, the Commission did not make any definite recommendation but only pointed out that some of the attempts that had been made to enlarge the functions of the Calcutta University did not succeed. On behalf of the proposal to constitute Provincial Boards of Education to aid the Directors it was urged that such Boards would bring about and maintain a complete understanding between the Department and the University and be in a position, as representing the feelings and wishes of the community at large, to aid the Department with information and advice on educational questions of every kind. The Board, it was proposed, should be a consultative body merely. Against the proposal it was urged that the appointment of a Central Board, whether vested with actual authority or merely consultative, would be at best an unsatisfactory expedient. To give the proposed Board any real power over higher education would be premature, and over lower education dangerous. It was also pointed out that the objections to the establishment of the Board would be equally strong, even if it were merely consultative. "Whatever other advan-

tages might attend it, the establishment of a Board whose duties were limited to advising the Director was incompatible with the conditions under which alone a great department of Government could be administered. It was in the highest degree essential that the Education Department should, on the one hand, work in full co-operation with the University, and, on the other, that it should respond to the movements of educated opinion and to the reasonable desires of different sections of the community, scattered over the districts and towns of the Province. The first object could be attained without the intervention of a representative Board, on which many interests besides those of the University were represented. The second promised indeed to be secured by the appointment of a representative Board, but the benefit would be purchased at the price of efficient administration. To interpose a consultative Board between the Government and its responsible officer would be to destroy responsibility and to replace expedition by delay. A Board such as that proposed must contain representatives of many conflicting interests; its members must include men of various creeds; advocates of the higher and advocates of the lower education; representatives of departmental agency, and representatives of private effort; delegates from the districts as well as residents in the Presidency towns. A Board so composed would be perpetually engaged in the discussions of first principles; and if action were to wait on their settlement by the Board, prompt action would be impossible. It was essential to efficient administration that the responsibility of the head of the Department to Government should be absolute." These arguments prevailed; and the proposal was rejected though only by a narrow majority. The Commission at the same time was convinced that nothing but good can result from the occasional or even frequent associa-

tion, in a somewhat formal way, of departmental officers with others interested in education, and hence recommended that Conferences (1) of officers of the Education Department; and (2) of such officers with managers of aided and unaided schools, be held from time to time for the discussion of questions affecting education, the Director of Public Instruction being in each case *ex-officio* President of the Conference. On the subject of the increase of the inspecting staff the Commission recommended "that native and other local energy be relied upon to foster and manage all education as far as possible; but that the results must be tested by departmental agency, and that therefore the inspecting staff be increased so as to be adequate to the requirements of each Province." One of the recommendations regarding Inspectors distinctly laid down "that native gentlemen of approved qualifications are eligible for the post of Inspectors of Schools, and that they be employed in that capacity more commonly than has been the case hitherto." The formation of Text-book Committees was also strongly advised and two of the recommendations on these Committees relate to the inclusion of independent members in the Standing Committee, and to the interchange of information between the Committees of different Provinces.

External Relations of the Department.

One of the most important chapters in the Report is that on External Relations of the Department to individuals and public bodies. The chapter begins with a description of the relation of the State to non-departmental educational effort, as indicated in the Despatch of 1854 and subsequent Despatches, and then proceeds to recount the growth of private enterprise in education, giving a brief sketch of the progress of aided education since 1854. The history of private educational effort in Madras is thus des-

cribed:—"Long before 1854 the demand for a knowledge of English was far from inconsiderable, and many schools were in existence in which the instruction given was of a European type; and experience has shown—as the Despatch of 1854 pointed out—that such schools form the foundation on which a system of Grants-in-aid can be based most easily. The State, it is true, had done but little to awaken a taste for English education. There were only three advanced Government schools in existence when the Department was organised. But the people of the country had themselves established English schools. In those conducted by Pachaiyappah's Trustees alone, more than a thousand pupils were being educated. Missionaries also, by whom the desire for English education had first been kindled, were doing probably more than in any other part of India to meet the desire they had awakened. It is known that in 1851, there were in various parts of the Presidency about 1,000 Mission schools with some 30,000 pupils, of whom probably 3,000 were receiving at least the elements of a liberal culture, while all were being trained after western methods. Even in 1826, long before any general State system of education was established, 12,000 such schools were roughly ascertained to be at work with more than 160,000 pupils; and whatever else such schools may have done or not done, they must at least have familiarized the popular mind with the idea of self-help in matters of elementary education. Altogether the facts of the case seemed to warrant the anticipation which is implied in these words of the Despatch of 1854:—'The Presidency of Madras offers a fair field for the adoption of our scheme of education in its integrity, by founding Anglo-Vernacular institutions, only where no such places of instruction at present exist which might, by grants-in-aid and other assistance, adequately supply

the educational wants of the people.' Yet the system of aided education was very slow in taking root. The first rules under which grants were offered were published in August 1855; but although a few schools applied for aid under them and received it on a liberal scale, especially in the form of aid for buildings, the greater number of the privately managed schools already in existence went on independently of Government, and it does not appear that the offer of aid led to the opening of any appreciable number of new schools. The failure so far of the Grant-in-aid system was ascribed by the Director of Public Instruction in 1858, to the want of definiteness and precision in the rules, so that managers did not really know what obligations they might be brought under by accepting aid. But it was due probably quite as much to the fact that private managers were content with their institutions as they existed, and had little desire to extend their sphere of usefulness. New rules were introduced in 1858, which had for their leading feature that system of aiding in the payment of certificated teachers which is known as the salary grant system. The new rules were minute and detailed to a degree, yet but little extension of aided education followed. Managers seemed to be still for the most part disinclined to co-operate with Government. It was not till a third set of rules came into force, on the 1st of January 1865, that the system fairly took root. The new rules, in framing which there had been much and prolonged consultation with those interested in non-Government education, were better adapted to actual circumstances. They were less minute and more liberal than those of 1858, especially in the way of giving some aid on account of teachers who were qualified but uncertificated, and in introducing the system of payment by results for elementary schools. The revised system of salary grants produced a mark-

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ed effect at once, but the details of the rules were found to be unsuitable, and these rules remained for sometime almost a dead letter. They were issued in a revised form in 1868, and under the Code thus completed, the success of aided education in Madras has been unequivocal and great." In taking a general view of the aid afforded by the Grant-in-aid system to private effort, the Commission came to the following conclusion :—"Such increased encouragement as has been given to private effort by means of the Grant-in-aid system, has been in the extension of Primary and not, as the Despatches chiefly contemplate, of more advanced education." The Commission was also of opinion that with due encouragement from the State, private effort was capable, in favorable circumstances, of promoting education at the secondary, and in a less degree at the collegiate stage at a far more rapid rate, and in both cases at far less expense than have marked the progress of education up till then. The following are some of the important recommendations contained in Chap. VIII. :—

"That while existing State institutions of the higher grade should be maintained in complete efficiency wherever they are necessary, the improvement and extension of privately managed institutions be the principal care of the Department."

"That, in ordinary circumstances, the further extension of secondary education in any District be left to the operation of the Grant-in-aid system, as soon as that system is provided with an efficient high school, Government or other, along with its necessary feeders."

"That it be a general principle that the Grant-in-aid should depend :—

(*a*) On locality, *i. e.*, that larger proportionate grants be given to schools in backward districts; (*b*)

on the class of institutions, *i. e.*, that larger proportionate grants be given to those in which a large amount of self-support cannot be expected, *e.g.*, Girls' schools and schools for lower castes and backward races."

"That the following be adopted as general principles to regulate the amount of Grants-in-aid, except in cases in which recommendations for special aid have been made :—

(*a*) That no grant be given to an institution which has become self-supporting by means of fees, and which needs no further development to meet the wants of the locality.

(*b*) That the amount of State aid (exclusive of Scholarships from public funds) does not exceed one-half of the entire expenditure on an institution.

(*c*) That, as a general rule, this maximum rate of aid be given only to Girls' schools, Primary schools and Normal schools."

"That the further extension of female education be preferentially promoted by affording liberal aid and encouragement to managers who show their present interest in the work, and only when such agency is not available by the establishment of schools under the management of the Department or of local or of Municipal Boards."

"That a periodically increasing provision be made in the Educational Budget of each Province for the expansion of aided institutions."

"That if in any Province the management of Government schools of secondary instruction be transferred either to Municipalities or Local Boards, or to Committees appointed by these bodies, encouragement be given to the subsequent transfer of the schools concerned to the management of associations of pri-

vate persons combining locally with that object, provided they are able to afford adequate guarantees of permanence and efficiency."

"That the system of Grants-in-aid be based, as hitherto, in accordance with paragraph 53 of the Despatch of 1854, on an entire abstinence from interference with the religious instruction conveyed in the institution assisted; provided that when the only institution of any particular grade existing in any town or village is an institution in which religious instruction forms a part of the ordinary course, it should be open to parents to withdraw their children from attendance at such instruction without forfeiting any of the benefits of the institution."

"That in order to evoke and stimulate local co-operation in the transfer to private management of Government institutions for collegiate or secondary instruction, aid at specially liberal rates be offered for a term of years, whenever necessary, to any local body willing to undertake the management of any such institution, under adequate guarantees of permanence and efficiency."

"That all Directors of Public Instruction aim at the gradual transfer to local native management of Government schools of secondary instruction (including schools attached to first or second grade Colleges), in every case in which the transfer can be effected without lowering the standard, or diminishing the supply of education, and without endangering the permanence of the institution transferred."

The following were some of the considerations urged in favour of the withdrawal of the State from the direct provision and management of education, especially of Higher Education:—Saving to Public funds; possibility of the improvement in the results of private effort; need of variety in the type of edu-

cation; encouragement to religious instruction. With regard to withdrawal in favour of Missionaries, the Commission say:—"We think it well to put on record our unanimous opinion that withdrawal of direct departmental agency should not take place in favour of Missionary bodies, and the departmental institutions of the higher order should not be transferred to Missionary management. In expressing this view we are merely re-echoing what is implied in the Resolution appointing the Commission, since it is 'to bodies of native gentlemen who will undertake to manage them satisfactorily as aided institutions,' that Government in that Resolution expresses its willingness to hand over any of its own colleges or schools in suitable "cases." It is not impossible that the restriction thus imposed upon the policy of transfer or withdrawal, may be represented as offered to strict neutrality, which should altogether set aside the question whether a school or a body of managers inculcates any religious tenets or not. But it is so manifestly desirable to keep the whole of the future development of private effort in education free from difficulties connected with religion, that the course which we advise seems to us to be agreeable to the spirit, if not to the letter, of the strictest doctrine of neutrality."

The Salary and Result Grant systems: their advantages and disadvantages.

In chap. VIII. the different systems of Grant-in-aid, their advantages and disadvantages, are also fully discussed. The Salary-grant system, which is peculiar to Madras, is regarded by the Commission as possessing numerous advantages of which the following among others are mentioned. It tends to ensure efficiency by inducing managers to employ teachers who have proved by success at an examination that they have acquired a certain amount of knowledge and some fitness for imparting it to others. It is

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likely to provide a body of thoroughly trained teachers and to secure that ultimately the great and important work of education will not be left to men incompetent to perform it. The system leaves the greatest freedom to managers as regards the choice of text-books and all other points in the internal economy of schools, and so supplies a strong inducement to private educational effort. Under this system, there is little danger of information being confounded with education. Neither teachers nor pupils are compelled to work under high pressure to prepare for examinations, nor are they tempted to give their main attention to getting up the special points that are most likely to be noticed by the Inspector on his visit. The system also provides in a natural and easy manner for the growth of institutions. If managers wish to open an additional class and the department is convinced that it is really needed, a duly certificated teacher is employed, and an additional grant of the fixed proportion of his salary is bestowed. The system tends also to give stability to an institution; since the grant depends upon the quality of the staff, and not on the number of pupils or their success at examinations. The disadvantages of the system are also at the same time pointed out. There is a danger under it of a school being content with mediocrity, since no pecuniary result depends upon excellence of any kind. It is, of course, understood that continued failure to produce satisfactory results will cause the grant to be withdrawn or reduced; but this is commonly too distant a prospect to have much practical influence. There is danger too of teachers being employed nominally at high salaries, and getting in reality little more than that proportion of the nominal salary which is paid by the State. As regards the advantages of the Results system it was pointed out: that it enables

the Inspector to gauge the attainments of scholars and to apply praise or blame with an amount of firmness and decision impossible under any system that pays less attention to the examination of individual pupils; that it tends powerfully to secure activity and energy of some kind on the part of both managers and teachers, since, unless the pupils be worked up to a fair standard of proficiency, the material resources of the school must fall off, and all connected with it must sooner or later suffer, and that the system enables the Department readily to compare the results obtained in different schools and different districts, and thus not only to estimate with much greater precision than possible under any other system, the progress that education is making throughout the country, but also to stimulate educational activity by awaking the spirit of emulation. The disadvantages are also not overlooked. Among others the following are mentioned. An obvious disadvantage arises from the almost proverbial uncertainty of the results of examination. The system tends to make everything depend on such results, and these, in their turn, are affected by many accidents. The standard demanded by Inspectors necessarily varies with their individual characteristics. The same class may thus earn much larger grants under one Inspector than it would under another. The accidental illness of a few good pupils on the day of inspection may seriously diminish the grant for the whole year. Again, it is a disadvantage of the system that it tends to give most aid to managers who require aid least, and least to those who need it most. It gives no aid to a school at starting, when its difficulties are naturally greatest. Another disadvantage inseparable from the system is its tendency to create antagonism between managers and inspecting officers, and so between managers and the department as a whole.

The system also requires for its universal application a very large inspecting agency. But the chief disadvantage of the system is its making examination the main object of the thoughts alike of pupils and of teachers, and thus tending to give entirely false views of the meaning and purpose of education. Notwithstanding these defects, it is admitted that the system has been highly useful in promoting especially Primary education.

Education of Special Classes.

Chapter IX. of the Report deals with the education of classes requiring special treatment. The first subject dealt with is the education of the native nobility and the recommendation on this subject is "that Local Governments be invited to consider the question of establishing special colleges or schools for the sons and relatives of Native Chiefs and Noblemen where such institutions do now exist." The education of Muhammadans is next dealt with and the measures taken in the different provinces for the promotion of their education are described fully. Among the recommendations bearing on Muhammadan education we have the following :—

"That the special encouragement of Muhammadan education be regarded as a legitimate charge on Local, on Municipal, and on Provincial Funds."

"That indigenous Muhammadan schools be liberally encouraged to add purely secular subjects to their course of instruction."

"That special standards for Muhummadan Primary schools be prescribed."

"That higher English education for Muhammadans, being the kind of education in which that community needs special help, be liberally encouraged."

"That where necessary graduated system of special scholarships for Muhammadans be established."

"That associations for the promotion of Muhammadan education be encouraged."

The following are the recommendations regarding the education of low-caste children :—

"That the principle laid down in the Court of Director's letter of 5th May 1854, and again in their reply to the letter of the Government of India, dated 20th May 1857, 'that no boy be refused admission to a Government College or school merely on the ground of caste,' and repeated by the Secretary of State in 1863, be now re-affirmed as a principle, and be applied with due caution to every institution, not reserved for special races, which is wholly maintained at the cost of public funds, whether Provincial, Municipal or Local."

"That the establishment of special schools or classes for children of low castes be liberally encouraged in places where there are a sufficient number of such children to form separate schools or classes, and where the schools already maintained from public funds do not sufficiently provide for their education."

Female Education.

In chapter X, which relates to female education, the Commission deal first with the difficulties in the way of the spread of this branch of education. The Report says :—"The most serious impediments arise not so much from the action or inaction of the Ruling Power, as from the customs of the people themselves. In the first place, the effective desire for education as a means of earning a livelihood, does not exist as regards the female part of the population. There is evidence before the Commission that a demand for girls' education in schools is slowly but surely springing up among the natives. There is also evidence to show that this desire is of comparatively recent origin, and that it would be easy to exaggerate its extent ... In the second place, the social customs of

India in regard to child-marriage, and the seclusion in which women of the well-to-do classes spend their married life in most parts of the country, create difficulties which embarrass the promoters of Female education at every step. The duration of the school-going age for girls is much shorter than that for boys. It usually terminates at nine, and seldom extends beyond the eleventh year. At so early an age a girl's education is scarcely begun, and in very few cases has the married child the opportunities of going on with her education after she leaves school. In the third place, the supply of teachers for girls' schools is more scanty in quantity and less satisfactory in quality than the supply of teachers for boys' schools. Finally, the State system of instruction is conducted in a large measure by a male staff; and although female teachers are being gradually trained, in very inadequate numbers, the direction and inspection remain in the hands of male officers, while the text-books, as a rule, are framed with a view to the education of boys rather than of girls." The last two objections, however, were less applicable to Madras, as will be seen from the history of female education in this Presidency. On the subject of Zenana Mission, the Commission remark as follows:—"The most successful efforts yet made to educate Indian women after leaving school, have been conducted by Missionaries. In every province of India, ladies have devoted themselves to the work of teaching in the homes of such native families as are willing to receive them. Their instruction is confined to the female members of the household, and, although based on Christian teaching, is extended to secular subjects. The degree in which the two classes of instruction are given, varies in different Zenana Missions; but in almost every case secular teaching forms part of the scheme. Experience seems to have convinced a

large proportion of the zealous labourers in this field, that the best preparation for their special or religious work, consists in the quickening of the intellectual nature which is produced by exercising the mind in the ordinary subjects of education. The largest and most successful of the Zenana Missions are composed of one or more English ladies, with a trained staff of Native Christians or Anglo-Indian young women who teach in the Zenanas allotted to them. They derive their funds from the Missionary Societies in Europe and America, supplemented in many cases by local subscriptions in India, and by the private means of the English ladies who conduct the work .... The two impediments in the way of their more rapid extension are—first, the natural reluctance of many natives to admit into their families any influence hostile to their own religious beliefs; and, secondly, the uncertain attitude of the Education Department towards such Missions. With the first of these obstacles the Commission cannot deal. But we have observed that much has been accomplished in this respect by the tact, courtesy, and wise moderation of the ladies engaged in the work. The second impediment comes within our cognisance; and we have provided for it by a specific recommendation, that grants for Zenana teaching be recognized as a proper charge on public funds, and be given under rules which will enable those engaged in it, to obtain substantial aid for such secular teaching as may be tested by an Inspectress, or other female agency." The following are other important recommendations bearing on female education :—

"That female education be treated as a legitimate charge alike on Local, on Municipal, and on Provincial Funds, and receive special encouragement."

"That the condition of aid to girls' schools be easier than to boys' schools and the rates higher—more

especially in the case of those established for poor or for low-caste girls."

"That the greatest care be exercised in the selection of suitable text-books for girls' schools, and that the preparation of such books be encouraged."

"That rules be framed to promote the gradual supercession of male by female teachers in all girls' schools."

"That female inspecting agency be regarded as essential to the full development of female education, and be more largely employed than hitherto."

"That an alternative examination in subjects suitable for girls be established, corresponding in standard to the Matriculation Examination, but having no relation to any existing University course."

Section V.—Education from 1881 to 1894.

General Progress of education during Mr. Grigg's Administration.

Mr. H. B. Grigg, of the Madras Civil Service, assumed charge of the office of Director of Public Instruction on the 1st July 1880. His administration extended over a period of twelve years, ceasing in November 1892, on his appointment as British Resident in Travancore and Cochin. His was a very eventful administration, and at the same time a most progressive one. It fell to him to *carry* out the recommendations of the Education Commission; and the various reforms initiated by him will be noticed fully in this Section. Here, however, the general progress of education during his administration will be indicated briefly by reference to a few facts and to a few statistics.* On the 31st March 1881 the number of institutions in this Presidency of all classes and grades was 12,878 and the number of pupils 327,808; on the 31st March 1893 the number of institutions was 24,316 and the number of scholars 784,404. Within the space of twelve years, therefore, the number of schools doubled itself, the same being the case with the number of scholars. Without going into details, some of the salient features of this remarkable progress may be noticed here. When Mr. Grigg took charge of the Department there were 24 Arts Colleges in existence, of which 10 were under public and only 14 under private management; in 1893 the total number rose to 35, of which 7 were under public and 28 under private management. The attendance in Arts Colleges during this period increased from 1,521 to 3,537. The number of Professional colleges doubled itself from 3 to 6. Upper Secondary schools for boys advanced

* *Vide* Statistical Table IV.

from 78 to 134, and attendance in them from 4,311 to 10,071. Middle schools for boys, English and Vernacular, which numbered 404, with a strength of 15,625 in 1881, rose to 460 in 1893 with as many as 23,506 pupils. Primary schools for boys advanced from 11,798 to 19,097 and attendance in them from 283,216 to 574,668. Progress in female education was equally marked. The total number of girls under instruction in 1881 in schools of all grades was 32,341. This number more than trebled itself within 12 years, for the number of girls under instruction in 1893 was 104,988. Equally conspicuous was the development of special education. The twenty-six Training schools for masters in 1881 rose to 54 in 1893, and the number of Training schools for mistresses advanced from 8 to 17. The total number of male and female teachers trained in these institutions also more than doubled itself. In 1881 there were only 11 professional schools with an attendance of 616 pupils; in 1893 there were 27 such schools with a total strength of 2,598 pupils. Nor was the progress in the various branches of education merely *extensive*; the internal improvement in schools was also very considerable as will be seen from the various educational developments hereinafter to be noted.

Progress of the University of Madras.

Between the year 1881 and 1893, the total number of candidates that appeared for the Matriculation Examination was 70,398 of whom 20,144 passed.* During this period the total number that appeared for the First in Arts Examination was 18,261 of whom 6,169 passed. For the B. A. Degree Examination altogether 5,412 appeared and 3,075 passed. Up to 31st March 1893, 56 graduates had obtained the degree of Master of Arts, 7 the degree of Master of Laws, 428 that of Bachelor of Laws and 53

* *Vide* Statistical Table V.

that of Bachelor of Engineering. Several important changes were effected in the by-laws of the University during this period. In 1881 certain verbal alterations were made which had the effect of placing graduates in Arts of any University in the British empire, who may have taken up their residence in this Presidency, on an equal footing with the *alumni* of the Indian Universities so far as the right to compete for the Law degrees of this University and the privileges connected therewith are concerned. Similar privileges were conferred on men who have taken the degree of M. B. and C. M. in any University in the empire. The year 1882-83 was one of great activity in the annals of the University. After long inquiry and much discussion several important and salutary changes were sanctioned in its by-laws. The foremost among these changes were those relating to the new curriculum of studies in Arts. The leading features of the new scheme were:—For the M. A. degree examination the number of branches was increased from five to six, or, including the optional courses under Physical Science and Natural Science, eight as shewn in the margin. Under the old scheme candidates for the Language branch had to qualify in English and one of the classical languages; under the new scheme, candidates were allowed to appear in

Old.	*New.*
I. Language.	I. Mathematics & Natural Philosophy.
II. Mathematics.	II. Physical Science.— (*a*) Physics or (*b*) Chemistry.
III. Physical Science.	III. Natural Science.— (*a*) Botany and Physiology or (*b*) Zoology, Geology and Physical Geography.
IV. Biology.	IV. Mental and Moral Science.
V. Mental Philosophy and Sociology.	V. History.
	VI. Language.

English or a classical language (Urdu being added to Persian), or the group of the Dravidian languages (Tamil, Telugu, Malayalam and Canarese); but the continued study of the optional language selected by the candidates in the B. A. degree was secured by a provision requiring translation from English into the selected language and *vice versâ*. The B. A. curriculum was modified on the same principle. Candidates for this degree were required to qualify in English, a second language, and an optional subject, instead of in English, a second language, History, Mental Philosophy and an optional subject. Opportunity was taken to raise the minimum prescribed for a pass in the second language from one-fourth to one-third—a measure intended to raise the standard of teaching in the vernacular languages. From the subjects of the First Examination in Arts, Arithmetic was removed, and a new subject (Logic) was added. The whole of the Physics Primer and of the Chemistry Primer, and nearly the whole of Arithmetic were prescribed for the Matriculation course, and English History was added to it; as also French and German to the list of second languages.* New by-laws relating to the appointment and duties of examiners were also sanctioned during the year and a few amendments were made in the by-laws relating to application for examinerships and to the duties of the Syndicate and of the Registrar. A scheme of examination for the proposed B. Sc. Degree was also under preparation during the year. In 1883-84, by-laws regulating the meetings of the Senate, the order of business to be followed at such meetings, the rules of debate, the appointment of committees,

* The first examination under this revised curriculum was held in December 1884 in the case of the Matriculation and First in Arts Examination, and in January 1887 in the case of the B. A. and M. A. Degree Examinations.

and the conduct of elections for University offices, were drawn up by a committee appointed by the Senate. These were adopted by that body, and sanctioned by Government. Some changes in the by-laws relating to the holding of Convocations for conferring degrees were also sanctioned. The scheme of examination for the proposed Bachelor of Science degree was discussed by the Senate, but not finally adopted. The Senate had also under consideration the question of instituting a Convocation of graduates, a proposal which had been brought forward by Dr. Wilson, and resolutions were passed in favour of the proposal. A Draft Bill accordingly to amend Act XXVII. of 1857 was prepared by the Senate and even placed before the Government of India, but the local Government recorded its opinion that, while the desire to create such a body was not unreasonable, special regard being had to the conditions of Madras, yet the question was one which must be viewed in connection with all the Indian Universities. Early in the official year 1884-85, the fees for the Matriculation, F. A., and B. A. Examinations were raised from Rs. 10, Rs. 20, Rs. 30, to Rs. 12, Rs. 24, Rs. 36, respectively, and the appointment of an Assistant Registrar, which was one of the objects contemplated in raising the fees, was carried out in the autumn, the necessary changes in the by-laws and the additions to them receiving the sanction of Government. In place of the committees annually appointed to select text-books for the various examinations, there were instituted Boards of Studies, consisting solely of Fellows of the University possessing special qualifications in the respective branches of knowledge and with a settled organization and defined duties and responsibilities. The by-laws regarding these Boards were approved by Government in February 1885. The revision of the by-laws and regulations relating to the examina-

tions in Medicine, which had been under considera-tion since the middle of the year 1882, was concluded after full and lengthy discussion by the Senate of the original and supplemental reports of the Faculty of Medicine, and received the sanction of Government towards the close of the official year. At the request of a large number of gentlemen connected with higher education, the Senate resolved to institute a Degree in Teaching and to consider in committee the very elaborate scheme submitted to them. The Senate also had under consideration certain proposals with regard to the B. A. Examination originally brought forward by Mr. Grigg with a view to secure the following ends:—(1) The entire separation of the Language examination from the examination in the Optional Branches, (2) the extension of study in the Optional Branches by permitting candidates to appear for examination in more than one branch, (3) the creation of a modified form of Pass Examination by providing that candidates passing in the third class should be arranged in alphabetical order. The changes in the by-laws required to carry out these objects were adopted by the Senate in committee and awaited at the close of the official year the final sanction of Government, which was accorded in May 1885. The scheme of studies and examinations for the proposed Bachelor of Science Degree remained where it was at the close of the previous year. In 1885-86, the question having been raised whether candidates who had passed the M. A. Degree Examination in one branch might be allowed to appear for examination in another branch, the by-laws were altered so as to permit candidates to pass in two or more branches before proceeding to the degree of M. A. The rules relating to the certificates of affiliation required under Section XII. of the Act of Incorporation having been found to work badly, they

were revised so as to secure the maintenance of internal discipline in the several affiliated colleges, and at the same time protect the interests of students in those cases where they might possibly be endangered. In October 1885 Government sanctioned the institution of a Degree of Licentiate in Teaching. The subjects for the examination for this degree were grouped under three heads (I.) Principles of Education, (II.) History of Education, (III.) Methods of Teaching and School Management. The Senate did not resume consideration of the scheme of studies and examinations for the proposed B. Sc. Degree. In 1886-87, Hebrew was added to the optional languages prescribed for the Matriculation, F. A. and B. A. Examinations, revised forms of applications for the B. A. and M. A. Examinations were prescribed, and attendance certificates in conformity with the requirements of the by-laws relating to the Medical Examinations were adopted. The report of the B. Sc. committee was adopted by the Senate, but the scheme not having been matured, the committee was enlarged to report on certain matters of detail referred to it. During the year the Senate appointed a committee to suggest suitable costumes for the L. T. and B. Sc. Degrees and to consider also the suitability or otherwise of the Academical dress prescribed for the graduates of the University. This committee proposed that white gowns should be substituted for those then in vogue, but when the question was brought before the Senate in 1887 for final decision, the resolutions of the committee were thrown out, and black was prescribed for all the University degrees. This decision was in accordance with the wishes of the great majority of the graduates. To meet the requirements of candidates, chiefly from Hyderabad, Marathi was added to the list of optional languages for the Matriculation, F. A. and B. A. degree examinations in 1887-88. The

course of study for the B. L. degree examination was extended from two to three years, and considerable changes were made in the curricula of studies as well as in the rules and regulations of the B. L. and M. L. degree examinations. The fee for the M. L. degree examination was raised from Rs. 50 to Rs. 100 and the minimum time allowed for a candidate to appear for that examination, after passing that for the B. L. degree, was increased from one to two years. The report of the B. Sc. committee was also laid before the Senate, and the rules relating to the First Examination in Science were adopted with a few alterations; those for the B. Sc. degree examination were still under the consideration of the committee at the close of the year. On the recommendation of the Syndicate, a proposal to change the time for holding the examinations in the Arts course from November, December and January to March, April and May was brought before the Senate in December 1887, but was finally rejected.

In 1888-89, the Senate had under consideration the scheme of a new Government examination, known as the High School Examination, which was meant to give effect to the principle of bifurcation in Upper Secondary education recommended by the Education Commission. The Senate did not approve of the scheme and the resolution passed was to the effect that the High School scheme, in the form proposed by the committee appointed in G. O., dated 24th August 1887, No. 458, Educational, would interfere seriously with liberal education, and that "no public examination that is to be enforced as a test of general or technical education should be directly connected with the Public Service." In the course of the discussion, however, it was admitted that the standard of the Matriculation examination was not sufficiently high for candidates beginning a University career and it was accordingly resolved to refer the whole

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question to a committee of ten Fellows. The minimum required for a pass in the classical languages at the Matriculation examination was raised to that fixed for the Vernaculars, so that those taking up Sanskrit and other classical languages might not be given any undue advantage over others. It was also decided in the same year by the Faculty of Engineering that the standard of the B. C. E degree examination should be raised, and the whole course remodelled; and a committee of the Faculty was appointed to prepare a revised scheme. The question of the establishment of a separate Law College, with reference to G. O., dated 7th November 1888, No. 634, Educational, came under the consideration of the Faculty of Law. The by-laws relating to the new degree of Licentiate in Sanitary Science were finally approved by Government. In 1889-90, the by-laws relating to the procedure to be followed at Convocations were re-framed. Burmese was added to the list of optional languages for the Matriculation examination, and French and German, which had hitherto been recognized for the Matriculation and F. A. examinations only, were made optional languages for the B. A. degree examination as well. Some important changes were contemplated in the rules relating to the affiliation of Colleges to the University. In connection with the discussion which took place on the Upper Secondary examination scheme, it was resolved that the whole question of the Matriculation examination should be considered by a committee with a view, if necessary, to raise the standard of this examination. In 1890-91 the revised rules relating to affiliation were finally passed. They empower the Syndicate to refuse affiliation unless satisfied that the institution has sufficient accommodation and proper sanitary arrangements, an adequate supply of furniture and appliances, an

efficient staff and a satisfactory financial basis. Hitherto, First Grade Arts Colleges had been affiliated irrespective of the particular branches of the B. A. degree examination in which they were prepared to furnish instruction; the new rules provide for affiliation only in respect of those branches for which due provision is made in the way of teaching. Important changes in the by-laws regulating the Matriculation and F. A. examinations were under the consideration of the Senate, and were given effect to in the following year. The Senate had also under consideration the rules sanctioned by Government regarding the recognition of public institutions. Revised regulations regarding the examinations in Medicine received the final approval of the Senate. The by-laws relating to the examination in Engineering, after having been thoroughly revised by the Faculty, and approved by the Senate, were sanctioned by Government. The word "Civil" was omitted from the designation of the examination and of the corresponding degree. In place of one examination two were prescribed,—a First examination and a Degree examination. To the former only students who, after passing the First Examination in Arts, had completed a course of study for eighteen months in an authorized College of Engineering, were allowed to be admitted; and to the latter those who had completed a further period of study for one year in an authorized College of Engineering, after passing the First Examination in Engineering. The Degree examination was divided into two branches,—a Civil and a Mechanical,—and a candidate was allowed to proceed to his degree in either branch or in both branches. But before obtaining his degree, a candidate who had passed the examination was required to spend not less than one year on engineering works, if he had taken up the Civil Branch, and in an engineering workshop if he had

taken up the Mechanical branch.* Owing to the increase in the work of the University, the Syndicate, towards the close of the official year, laid before the Senate certain proposals with regard to the office of Registrar, the chief of which was that the holder of the office should in future be required to devote his whole time to the work of the University. The revised by-laws relating to the appointment of a full-time Registrar were sanctioned by Government in 1891. In 1891-92 several important changes were made in the scheme of the Matriculation examination and of the First Examination in Arts. Candidates for the Matriculation examination were required to produce certificates to the effect that they had studied in recognized High Schools for a certain period. Physics and Chemistry were separated from History and Geography and the marks assigned to the different branches were re-distributed. Special text-books in the English language were dispensed with, Logic was omitted from the curriculum of the F. A. examination, and Physiography was added as an alternative subject to Physiology. Changes were also effected in the minima required for passing in the different subjects. Revised by-laws relating to the examinations for the degree of Bachelor of Arts were also adopted by the Senate. The examination was divided into three divisions,—English language, Second language and Science,—instead of into two divisions as formerly. A candidate was at liberty to bring up any division, but he was required to qualify in all the divisions before being entitled to his degree. The standard of general attainments for the admission of candidates for the degree of Licentiate in Medicine and Surgery was raised, by the substitution of the First Examina-

*The revised by-laws come into operation in 1894 as regards the First Examination, and in 1895 as regards the Degree Examination.

tion in Arts for the Matriculation examination. It was also ruled that no candidate should be admitted to the examination for the degree of Master of Arts unless he had passed the examination for the degree of Bachelor of Arts in this or some other University of the British Empire, not less than two years previously. The fee for admission to the L. T. degree examination was reduced to Rs. 30, and the examination was fixed to be held in January instead of in March. The Senate also decided that the adoption of any distinctive dress by professors or students was unnecessary and undesirable. In 1892-93 no changes of importance were introduced.

In no other Province has the recommendation of the Education Commission regarding the withdrawal of Government from the direct management of Colleges been carried out so effectually as in Madras. Mr. Grigg set himself at an early period of his administration to induce private individuals, or committees, or Local Boards, able to carry on the work, to undertake the direct management of Collegiate institutions. On the 31st March 1881 there were 10 Arts Colleges—three First Grade and seven Second Grade—maintained by Government. On the 31st March 1893, there were only 4 Government Colleges—three First Grade and one Second Grade. In October 1885 the Government College, Salem, was transferred to the Municipality. In December of the same year the Government College, Bellary, was closed, the Municipal Council having declined to carry it on. On the 31st December 1886 the Government College, Cuddalore, was closed. The abolition of this College resulted the following year in the raising of a High School in the locality, under native management, to a Second Grade College, since known as the Town College, Cuddalore. In 1888 the Berhampore College was handed over to a Native Committee. In the same year the Collegiate Education

Native College, Madura, was formally affiliated the University of Madras, and the building a library of the old Government institution were le by Government to the committee for the use the College. In 1892 the College department of th Government College, Calicut, was closed, and the institution was constituted a Training College. On the 31st March 1893 there were three Second Grade Colleges under Municipal management,—the Municipal College, Salem; the Victoria Jubilee College, Palghat, which was raised to the rank of a Second Grade College in 1888; and the Brennen College, Tellichery. This last was first a private institution and had been managed by the Basel German Mission till the 1st March 1892. After the Mission had retired from its management it was re-opened as a Government Zillah School, and was subsequently transferred to the Municipality. It was affiliated as a Second Grade College in January 1891. Aided Colleges increased from 12 in 1881 to 25 in 1893, and Unaided Colleges from 2 to 3. Of the 25 Aided Colleges eight were of the First Grade as against four in 1881, the number of Second Grade Colleges having advanced from 8 to 17. The statement in the margin which gives particulars relating to the total attendance in Arts Colleges—First and Second Grades—between 1881 and 1893, brings into prominence more clearly the extraordinary development of collegiate education that took place during the period under re-

Year.	Total Strength.	Percentage of Increase.
1880-81.	1,521	...
1881-82.	1,732	1·4
1882-83.	2,060	1·9
1883-84.	2,175	5·58
1884-85.	2,515	15·63
1885-86.	2,688	6·88
1886-87.	2,979	10·82
1887-88.	3,036	1·91
1888-89.	3,069	1·09
1889-90.	3,043	—0·85
1890-91.	3,205	5·32
1891-92.	3,818	19·13
1892-93.	3,537	—0·79

view. The withdrawal of Government from the direct management of a number of Second Grade Colleges did not, it is true, meet with the full approval of the native community. Though no objection was taken to the principle underlying the action of Government, *viz.*, the development of private effort in the cause of higher education, still it was thought that Government had been a little too precipitate in its action; but the remarkable progress of aided higher education, both extensively and intensively, clearly shew that the action of Government was not premature. Private activity, in the cause of higher education, was never more conspicuous than during the period under review.

Government Colleges.

In the development of the three First Grade Colleges, during his administration, Mr. Grigg had in view the one object of making them model institutions for Colleges under private management. The important changes in the *personnel* of the staff and in the constitution of the Colleges are noted below. Mr. Edmund Thompson's connection with the Presidency College terminated on the 5th March 1884, and Dr. D. Duncan, M.A., was appointed permanent Principal. Mr. Thompson held the office of Principal for 21 years. Dr. Duncan, writing about his predecessor in 1884, said:—"With the exception of about twenty who were educated under Mr. Powell, all the graduates who look to this College as their *alma mater* have been pupils of Mr. Thompson. And thus it comes about that of the twelve hundred graduates of the University scattered throughout the Presidency, Mr. Thompson can probably claim a larger number than any other educationist in Southern India. To say that his name will be held in enduring remembrance by them will appear like a truism to those who knew Mr. Thompson's devotion to his work, and the warm interest which he took in his pupils, not merely while they were mem-

bers of the Colleges, but throughout their after-life. It is in contemplation, I believe, to perpetuate his name in a way which will be most gratifying to himself by connecting it with something that will be either useful or ornamental to the College he loved so well, and in which he spent the best years of his life.* By the College staff generally Mr. Thompson is remembered as a straightforward, considerate chief, who ever set the example of conscientiousness in the discharge of duty. His name will long be cherished with affectionate esteem by his Professors, to each of whom he was known as a warm friend, a judicious adviser, and a genial companion." Mr. Thompson's chair of English was filled by Mr. J. B. Bilderbeck, M. A., who was succeeded in the chair of Mathematics by Mr. P. Ranganatha Mudaliar who had long acted as Professor. In January 1885 an important scheme for the reorganization of the Presidency College was approved by Government. Under this scheme the Secondary departments were abolished with a view to render the departments of the College thoroughly efficient and capable of dealing satisfactorily with the revised Arts curriculum. Three Senior and four Junior Assistant Professorships were provided, a College Council was constituted and sanction was obtained for the creation of a chair of Biology. Dr. Bourne who was appointed to this chair joined in February 1886. In October 1889 a Professorship of Physics was created, and in the same year sanction was obtained for the appointment of a Latin tutor. In August 1882, Mr. G. H. Stuart, M. A., a distinguished Mathematician of the University of Cam-

* A Scholarship, in connection with the Presidency College, known as the Thompson Scholarship, was instituted in 1885 by the pupils and friends of the late Mr. Edmund Thompson, for the purpose of commemorating his long connection with the College.

bridge, assumed charge of the Kumbaconum College. In the following year a lectureship in Science was established, but this was abolished in 1888, with a view to provide for the chair of Physics in the Presidency College. In 1886, the College was reorganized with a view to improve its efficiency, and to place it on a footing to meet the requirements of the revised curricula of the Madras University. The Rajahmundry College underwent a similar reorganization in 1886. Nor was physical education neglected in these Colleges. Provision for systematic instruction in gymnastics was made in all these Colleges during the early part of Mr. Grigg's administration.

Non-Government Colleges.

Of the 14 non-Government Colleges which were in existence in 1881, twelve were aided and two unaided. Of the 14 only four—the Madras Christian College, the Doveton Protestant College, St. Joseph's College, Negapatam, and the S. P. G. College, Tanjore—were of the First Grade. In 1892, the number of aided Colleges was 25, and that of unaided Colleges 3. Of the twenty-eight Colleges 9* were of the First Grade. The number of pupils in private Colleges—aided and unaided—increased from 830 to 2,566. The extent to which Missionary and Native agencies have participated in Collegiate education will be seen from the following figures. Of the 28 Private Colleges, as many as 18 were maintained by Christian agencies—Protestant or Roman Catholic—and these claimed nearly 2,000 of the 2,566 students. Only two out of the 10 Colleges managed by purely native agencies were of the First Grade—the Pachaiyappa's College and the Maharajah's College, Vizianagram. The

* Christian College, Madras.
Noble College, Masulipatam.
Pachaiyappa's College.
St. Peter's College, Tanjore.
St. Joseph's College, Trichinopoly.
S. P. G. College, Trichinopoly.
Caldwell College, Tuticorin.
St. Aloysius College, Mangalore.
Maharajah's College, Vizianagaram.

Madras Christian College has continued to hold the foremost place among the aided Colleges. During the period under review its strength advanced from 301 to 801. The various developments it has undergone has enabled it to compete successfully with the foremost Government College. In 1883, the Council of the Christian College decided to establish a separate Professorship in Mathematics, and Mr. W. B. Morren, M.A., took charge of his appointment in December 1883. In July 1884, a monthly periodical of literature, philosophy, science and religion, known as the *Christian College Magazine*, conducted by the Professors of the College, was started. One of the most important steps towards giving stability to the College and securing the hold it had already taken upon the youth of all portions of the Presidency was the institution, in 1885, with aid from Government, of the scheme of district and inter-collegiate Scholarships which is still in force. The Christian College was the first to take steps to provide Hostels for students. Dr. Miller began with one for Brahmans. In 1882, a large dwelling house was rented for the purpose and placed under the supervision of a competent graduate. After two years' trial, a handsome and comfortable boarding-house was erected by Dr. Miller at his own cost. This has since been known as the "Madras Students' Home." In 1888, another Hostel was opened for Native Christians, called the Fenn Hostel. A chair of Biology was established in December 1885, to which Dr. J. R. Henderson was appointed, and two years later History was added to the list of optional subjects. Next to the Christian College, the largest aided institution is St. Joseph's College, Trichinopoly, which was transferred from Negapatam in 1882. This institution has also had its staff strengthened and has been provided with buildings in keeping with its dignity. The S. P. G.

College, Trichinopoly, opened a B. A. class in 1883. In 1887, St. Aloysius College was raised to the standard of a First Grade College, and in 1889 the Pachaiyappa's College followed suit, the staff having been strengthened by two European Assistants. The Maharajah's College, Vizianagram, which is maintained by H. H. the Maharajah of Vizianagram opened the first College class in 1877, and the standard was raised to that of the B. A. degree examination in the year 1883.

Secondary Education.

A general idea of the development of secondary education, during the period under review, may be gathered from the following facts and figures. In 1881 there were 71 English High Schools containing 4,311 pupils; in 1893 the number of schools rose to 134, and that of pupils to 10,071. The number of Middle schools, (English and Vernacular) advanced from 404 to 460, and attendance in them from 15,645 to 23,506. There has been, on the whole, a steady increase in the number of candidates presented for the Matriculation examination.* The gradual and satisfactory advance in Lower Secondary education may also be inferred from the increase in the number of candidates for the Middle School examinations.† In this Presidency, the policy of Government withdrawing from all direct part in secondary education has been carried out more speedily and more effectually than in other parts of India. In 1881 there were 22 High schools and 79 Middle schools maintained by the Department; in 1892 there were only 4 High schools and 8 Middle schools. That Local and Municipal Boards have been called upon to take a more prominent share in secondary education will be seen from the fact, that whereas there was not

* *Vide* Appendix Tabular Statement IV.

† *Vide* p. 147.

a single High school under Board management in 1881, there were 24 such schools in 1892, whilst Board Middle schools advanced from 47 to 125. The development in aided secondary education has been equally striking. The 51 aided High schools in 1881 advanced to 77 in 1892 and aided Middle schools (English and Vernacular) rose from 77 to 227. One striking feature of aided secondary education during this period is the success that has attended purely native agencies in the organization and management of secondary schools. There have no doubt been slight disadvantages connected with the withdrawal of Government from all direct part in secondary education, still against these disadvantages ought to be set the great gain that results from the people of the country taking upon themselves the responsibility of promoting secondary education. With regard to the complaint that the policy of Government has resulted in the deterioration of secondary schools, Mr. Grigg wrote as follows in 1887 :—"I am not prepared to admit that the transfer has resulted in the deterioration of secondary schools, although it is true that a large number of public schools under private management and even some Municipal and Board institutions are not as efficiently conducted as departmental institutions are. At the same time it is an undoubted fact that within the last four years a decided improvement is noticeable in non-departmental secondary schools, some of them now competing favourably with the best departmental institutions; and not only is this the case as regards instruction, but, in these schools and in other public secondary schools, in organization, in the employment of qualified teachers, in the provision of better accommodation, in the introduction of drill, gymnastic instruction, and in other ways, there has been improvement notwithstanding the reduction of Government grants. This

improvement I attribute partly to the growing demand for secondary education, partly to the raising of school fees, partly to more thorough inspection, but mainly to the system of recognition which operates in regard to Municipal and Board schools as well as to those under private management. The efforts which Managers of schools make to secure this privilege often surprise me, as they appear to be out of all proportion to the benefit as regards fees which recognition secures." During Col. Macdonald's time Comparative Examinations of the Upper and Lower Fourth classes were instituted, and another the Comparative Examination of the Third class was later on added by Mr. Grigg. These examinations were conducted by departmental officers and were meant to regulate promotions in public schools, but they were discontinued after a few years' trial as it was found that they were beginning to have an injurious effect on education. During the early part of his administration, Mr. Grigg found that the study of the Vernaculars did not receive the attention it should in Middle schools, and he developed the Vernacular part of the Middle School examination by assigning an important place to the vernaculars in it and more especially to reciprocal translation. But as Mr. Grigg has rightly observed:—"The defective and unsatisfactory character of much of the literature of the several vernaculars of this Presidency is perhaps the greatest obstacle to their intelligent and careful study, and it thus happens that able and sympathetic educationists are constrained to draw away the attention of their pupils from a study which, except for linguistic purposes, is mostly barren and unprofitable. Paradoxical though the statement be, there is little question that there can be no hearty and earnest study of the vernaculars of Southern India until the literature of each is enriched by standard writings on the subjects

which are now engrossing the thoughts of the educated youth. The best of them are in search of knowledge for its own sake, and not merely because of the loaves and fishes to which it leads; and will not therefore devote themselves to the study of a literature which yields little but husks of the Sanskrit literature from which it has sprung."

Upper Secondary Examination.

As early as in 1884 the Government of India drew the attention of the local Government to the desirability of giving effect to the following recommendation of the Education Commission regarding Upper Secondary Education*:—"That in the upper classes of High schools there be two divisions, one leading to the Entrance examination of the Universities, the other of a more practical character, intended to fit youths for commercial or other non-literary pursuits." Acting on this recommendation, Mr. Grigg addressed the Government on the subject in July 1887, proposing the establishment of a public examination which would give effect to the wishes of the Government of India by dividing general education, after the Middle School examination, into two branches, according to the system prevailing in the public schools of England, one branch having for its end the preparation of students for the University, the other the preparation of students for the commercial and industrial walks of life. In proposing this new public examination, which was originally termed the High School examination, Mr. Grigg had three objects in view:—(1) to complete the bifurcation of studies, recommended by the Education Commission; (2) to substitute for the Matriculation examination of the University and the Handwriting test, a fresh Entrance examination for the public service, which, without ousting the Middle

* Paragraph 21. Government of India Notification 10—309, dated 23rd October 1884.

School examination, would guarantee a higher and, when required, a more technical qualification; (3) to extend and strengthen the control of Government over Upper Secondary education. In the rough scheme presented by Mr. Grigg, his views are stated as follows:—

Firstly, as regards the compulsory portion of the examination—

(a) that the test in each language shall be a real test in the power to speak, read and write the language, and to compose in it with the ease and correctness, which may fairly be demanded of a responsible and well-paid clerk;

(b) that such test cannot be properly applied without a colloquial or *vivâ voce* examination (the Bombay University has a *vivâ voce* examination for matriculates);

(c) that the test in mathematics shall comprise not only a good knowledge of the commercial chapters of arithmetic but also such a knowledge of elementary geometry, mensuration, and elementary plan-drawing as may fairly be demanded of clerks, the great majority of whom will, in the ordinary course of their duties, find such knowledge, in greater or less degree, a most valuable aid to efficient work.

(d) that the test in history and geography shall have general reference to the British Empire, its commerce and its natural resources, and special reference to India, its commerce and its natural resources.

Secondly, as regards the optional portion of the examination—

(a) that students seeking admission to certain great branches of the service of the State should qualify in at least three of the branches of technical knowledge which bear specially upon the work of these departments of the public service.

(b) that these optional branches should be those included, or to be included, in the tests of the Preliminary Higher examination, and that there shall be no separate examination in the branches for candidates for this new examination.

(c) that encouragement shall be afforded to candidates who have passed the Preliminary Higher examination in a branch in which there is an advanced examination to proceed to that examination.

Government in its Order, No. 458, Educational, dated 24th August 1887, approved of the general scheme and autherised the Director to proceed with its elaboration with the aid of a committee* The committee submitted an elaborate report in July 1888. The scheme as elaborated by the committee was tentatively approved by Government in its Order No. 401, dated 11th July 1888. The opposition to the scheme, however, from representatives of aided education and others was considerable. Objections were taken to the scheme, both in regard to its curriculum and in regard to its position as a test for the public service. It was pointed out that while the new examination professed to be the final test of secondary education, it was in fact designed solely or mainly with reference to the requirements of the public service and as such subordinated education to the needs of the service, and included various subjects which should be provided for by special tests. The *vivâ voce* portion of the examination was objected to as rendering the test so uncertain as to be useless and unsatisfactory to school managers and examiners. A great deal was also said as to the injurious effect which the institution of this examination would have on the University. In order to meet these and other objections, Government made some important modifications in the scheme. The designation of the examination was changed from "High School Examination" to "Upper Secondary Examination," and, to safeguard the inter-

* Mr. H. B. Grigg, *President. Members*:—Mr. J. Grose, Dr. John Bradshaw, Mr. G. H. Stuart, Rev. C. Cooper, Rev. Dr. Jean, Mr. J. Adam, with Mr. E. H. Elliot as Secretary.

ests of the University, Government resolved that the F. A. examination should also qualify for admission to the higher grades of the public service when supplemented by a pass in the translation test of the Upper Secondary examination, while the Matriculation examination was to continue to qualify for Government service, but only for appointments carrying salaries of less than Rs. 15 per mensem, and also for service under local and Municipal bodies in such grades as might be decided by Government. Government also decided to abolish the Middle School examination and to substitute in its place the Lower Secondary examination which was to be conducted *viva voce* by local examining committees. The Upper Secondary examination scheme, as first revised by Government, came into operation in 1889. The scheme, however, has not proved a success. The first examination was held in 1890, and since then only five have qualified for the test completely. The scheme has been revised more than once. As it stands at present, the *viva voce* portion of the examination has been abolished, the number of optional subjects has been reduced to two, candidates being allowed to choose any two of the subjects included in the Government Technical examination, Intermediate grade, while the concession allowing candidates to pass the compulsory portion of the examination piecemeal has been withdrawn. These changes were carried out in accordance with some of the recommendations made by Dr. Duncan in 1893. The value of the Upper Secondary examination, however, as a test for the public service has in no way been altered, while the Matriculation examination which was removed from the list of service tests on the institution of the Upper Secondary examination, has been restored to its place and is now on a footing of equality with the Upper Secondary examination as regards the public service. The scheme of the

Lower Secondary examination, too, has had to be revised, as the method of conducting the examination *vivâ voce* by means of committees was not found to work satisfactorily. It is now conducted like the old Middle School examination but is of an inferior standard, while, unlike the Middle School examination, it qualifies only for inferior service under Government and is of no higher value in this respect than the Primary examination. The revised scheme of the Lower Secondary examination was sanctioned in G. O. No. 341, Edl., of the 2nd May 1893.

Primary Education.

One of the most remarkable features of the history of Primary education in the Madras Presidency is the large support which it has received from Local and Municipal Boards and from private agencies. In the development of this branch of education the Government can be said to have had only an indirect share. It is needless to point out that the great stimulus given to private enterprise with regard to Primary education is almost entirely due to the remarkable success with which the system of Grants-in-aid has been worked. In one of their Resolutions their sense of the great importance of Primary education is recorded as follows by the Education Commission :—"That while every branch of education can justly claim the fostering care of the State, it is desirable, in the present circumstances of the country, to declare the elementary education of the masses, its provision, extension and improvement to be that part of the educational system to which the strenuous efforts of the State should now be directed on a still larger measure than hitherto." That this recommendation has been given effect to in the most satisfactory manner possible will be seen from the statistical progress of Primary education. On the 31st March 1881, there were 11,793 Primary schools for boys

(English and Vernacular) with an attendance of 283,216 pupils; on the same date in 1893 there were 19,097 public Primary schools (English and Vernacular) with an attendance of 550,446 pupils. The larger proportionate increase in the number of pupils than in the number of schools is noteworthy as indicating greater consolidation and concentration in Primary institutions, one of the surest signs of internal progress. The table in the margin shews the distribution of Primary schools according to the agencies by which they were maintained. Local and Municipal Boards have been induced to take no insignificant part in the direct management of Primary schools, and private efforts have also developed considerably. Writing in 1889, Mr. Grigg said:—"The steady increase in the number of Board schools is a gratifying feature. The position which Government occupied with relation to Secondary education some ten years back is now occupied by Local Boards with relation to Primary education. Under present conditions the progress of Primary education will depend chiefly upon the part directly taken by Local Boards in the establishment and efficient management of Primary schools. The generally evanescent character of Results schools under purely native management is well-known. The establishment of Board schools is indispensable, especially in rural parts, and I am accordingly recommending the establishment of new schools chiefly on the salary results system in educationally backward districts." Since

Primary Schools.

Agencies by which maintained.	1881.	1893.
Government	158*	145
Board	1,030*	3,208
Aided	5,508	9,482
Unaided	5,097	6,262

* These figures are only approximately correct.

1889, a very large number of Board salary results schools have been established in various parts of the Presidency. The Primary schools maintained by Government were chiefly confined to the Agency tracts of Ganjam, Vizagapatam and Godavari. Another significant test of the progress of Primary education was the very large increase in the number of schools that presented and passed pupils for the different standards. The policy of the department has been to improve the existing indigenous schools and to aid them under the results system so soon as the managers conformed to the rules of the Grant-in-aid Code. The number of indigenous schools not under departmental supervision has thus been diminishing year by year. Between the years 1881 and 1886, 4,826 indigenous schools with 87,258 pupils were brought under the supervision of the department. The work of bringing indigenous schools under departmental management belongs to the agency of Inspecting Schoolmasters, whose chief duty consists in paying periodical visits to indigenous schools, in instructing the Masters how to keep proper registers, in helping them to adopt and follow the Code curriculum, and in numerous other ways preparing their schools for being brought under inspection. "The transition of an indigenous private school," wrote Dr. Duncan in 1890, while acting as Director of Public Instruction, "to the status of an unaided school which is the first change it undergoes, is not so easy as might be supposed. Frequent visits must be made by the Inspecting Schoolmaster before he succeeds in prevailing upon the teacher to make the least movement towards the recognition of his school. Not only the village teachers, but the villagers themselves, have to be made to understand the advantages to be derived from placing their schools under Departmental control, with the prospect of ultimately receiving aid from pub-

lic funds. The provisions of chapter III of the Grant-in-aid Code and the curriculum to be followed have to be carefully explained. In short, the teacher being, as a rule, a man of very low attainments, he has himself to be taught several of the most elementary truths connected with his work. The village people being as a class entirely uneducated, they are frequently hostile to innovations which they cannot see to be improvements. If not actively hostile they are apathetic. It is not enough that the Inspecting Schoolmaster makes a convert of the teacher, the villagers must also be carried along with him, since, without their co-operation, the teacher is helpless. Entirely depending on them for maintenance, the teacher must work in accordance with the methods that approve themselves to his employers, and he will naturally think twice before giving up the comparative certainty of remuneration in kind from the parents of his pupils for the somewhat remote chance of a results grant from public funds. But the difficulties are not at an end when once an indigenous school is brought under inspection. Many of the initial difficulties still remain and fresh ones arise. It may be that the villagers do not approve of their children being taught to read printed books to the neglect of cadjans. If so, nothing is more likely to dry up the fountains of their liberality in the matter of remuneration than this breach with time-honoured custom. They begin to pay the school-fee meagrely and irregularly, and eventually withhold payment altogether. The teacher now finds himself in an unenviable position. He has broken with the old ways too far to make it expedient to go back, while he has not gone far enough on the new path to make his future course at all re-assuring. Sometimes he temporizes, teaching from printed books on the new methods in order to satisfy the inspecting officers and

from cadjans on the indigenous methods with a view to keep favour with his constituents. At this stage, as in the previous and subsequent stages of his development from the condition of indigenous to that of a public Schoolmaster, the village teacher stands in the utmost need of all the help which the trained intelligence, the prudent counsel and the sympathetic encouragement of inspecting officers can afford him." One of the greatest obstacles to the progress of Primary education has been the absence of qualified teachers. This defect is however being remedied to some extent by the newly established Government Training schools and Sessional schools. With a view to give effect to the recommendation of the Education Commission in para. 197 of the report, Government called on the Director to consider the desirability of instituting an elementary examination which should be declared a preliminary to any entrance into Government service. Mr. Grigg accordingly submitted an outline of such an examination in July 1887 which met with the general approval of Government. In instituting this examination Government announced its object to be "to promote Primary education by requiring that every employè of Government shall be able to read and write and shall know something of the commonest branches of knowledge." The examination was declared a compulsory test for admission to the Public Service in respect of all appointments under Rs. 15 per mensem which are classed as "superior," and in respect of all appointments classed as "inferior," except those which are exclusively menial in their character. The examination, which was finally sanctioned in G. O. No. 17 of the 15th January 1889, has had a most salutary effect on Primary education. The subjects of the examination are almost identical with those of the Fourth Standard test and are (1) Compulsory. (i.) Reading, Recitation and Grammar, (ii.) Writing

and Spelling, and (iii.) Arithmetic, (2) Optional any two of the following subjects :—Elementary science, second language, Geography, Drawing, Hygiene, History of India, Agriculture, Mensuration, Needle-work. One of the beneficial effects that has resulted from the institution of the Primary school examination is the larger proportion of pupils that have continued up to the Fourth Standard. The first examination was held in December 1889, and January and February 1890. The total number presented was 6,480, out of whom 4,346 passed. Of the 6,480 candidates, 5,846 were pupils and 507 teachers. In 1892-93, the number examined was 26,993, and the number passed in one or more subjects was 19,025. Of the 26,993 candidates, 22,413 were pupils, 1,608 teachers, and 2,972 others. The total number of pupils (boys and girls) in the Upper Primary stage increased from 27,751 in 1889 to 39,896 in 1893. The Primary school examination has also had the effect of raising up a more efficient and sympathetic class of village officials to whom the friends of education can look for co-operation and substantial assistance.

Female Education.

The progress of female education during the period under review, though confined chiefly to the primary stage, has been very considerable. The total number of girls under instruction advanced from 32,341 in 1881 to 104,988 in 1893. The appointment of a special inspecting agency has greatly helped to improve the management and organization of girls' schools. The appointment of Mrs. Brander as Inspectress of Girls' Schools in 1881 resulted in such a marked development of female education in the districts under her supervision that Government determined to place girls' schools throughout the Presidency under female inspecting agents. When the inspecting agency was reorganized in 1888, the appointment of a second Inspect-

ress of Girls' Schools was created, and Miss Carr, who was in charge of the Presidency Training School for Mistresses, was made the Inspectress of Girls' Schools in the Southern and Western circles, with Coimbatore as her head-quarters, whilst Mrs. Brander was placed in charge of the Northern and Central circles, with Madras as her head-quarters. The State system of education as regards control and inspection in India has been always framed with a view more to the requirements of boys than of girls, and this has proved a serious difficulty in the way of female education. The Madras Presidency may, therefore, well claim the credit of being the first to modify the system to suit the requirements of the education of girls. A few statistics will show the extent of the progress of female education in its various stages. In 1881 there were only 8 High schools and 32 Middle schools for girls, containing 38 and 374 pupils respectively; in 1893 there were 27 High schools for girls with 278 pupils and 196 Middle schools with 2,634 pupils. Primary schools during this period advanced from 500 to 808 and pupils in them from 21,193 to 48,701. That there has been considerable internal improvement in girls' schools is evident. The average attainment of teachers employed in girls' schools has improved, and also the proportion of female teachers. The various Training schools for Mistresses have been sending out an increasingly larger number of professionally qualified teachers year after year. The course of instruction has become more diversified. Greater attention has been paid to Needle-work, Object lessons, and the Kindergarten method of instruction, whilst a vernacular literature suited for girls and women is slowly springing up. Secondary education is, however, confined almost entirely to the Eurasian and Native Christian communities. Up to 1893, 133 women had passed the Matriculation examination since the establish-

ment of the University, 150 of them being Europeans or Eurasians, and 27 Native Christians. Of the remaining, only one was a Brahmin, one a Muhammadan, and four were Parsis. In stimulating Secondary education of girls, the Middle School Examination and the Higher Examination for Women have had considerable influence. The latter examination was however abolished in 1892, as Government thought that the Matriculation or the Upper Secondary examination should be the leaving examination of the Upper Secondary stage for girls as well. There is not even the very beginnings of higher female education so far as the Hindu community is concerned. Dr. Duncan while Acting Director of Public Instruction in 1890, said: "The demand for Upper Secondary education hardly exists among Hindus and Muhammadans. Until the people themselves show more signs of awakening to a sense of the true interests of their women, it is little that Missionary or philanthropic enterprize and Government effort can do. Any general extension of the higher education of women throughout the Presidency is at present out of the question. The most that can be done by Government is to wait and watch for the smallest indications of a desire for this higher education here and there throughout the country, and where it appears, to make the most of it either by opening High schools for native women under the direct control of Government, or by giving the most liberal help and sympathetic encouragement to those who maintain such schools, whether they be private individuals or Missionary societies, or secular associations. The system of child-marriage has necessitated the seclusion of girls at an age when their education has scarcely begun. One way of meeting this difficulty is by extending Zenana or Home education. A special provision was introduced into the Grant-in-aid Code for aiding private agencies that undertake

Zenana education, and agencies such as the National Indian Association, the Free Church Mission, the Church of England Zenana Mission have availed themselves of this privilege. Speaking of Zenana agencies Mr. Grigg wrote :—"This method of extending education among women is no doubt at present proportionately very expensive, but I look forward somewhat confidently to the rapid extension of the system, which will necessarily result in an increased average strength in the classes. The system is to my mind in itself admirably suited to the conditions and circumstances of the country, and calculated to be of immense help to the progress of Indian women." Dr. Duncan's views on the subject, however, were slightly different. This is what he said in his Report on Public Instruction for the year 1889-90:—

"The importance of Zenana or Home education classes has been dwelt upon in previous reports. It is only too true that much of the money spent on female education is practically thrown away in consequence of the early age at which girls are withdrawn from school. The little learning acquired in the elementary standards becomes less when the girl is by social custom withdrawn from school at about the age of ten, and by the time womanhood is fully entered upon only the merest vestiges of it remain. A means of carrying on the work of the school after the girl has retired with the comparative seclusion of domestic life is, therefore, needed, as much for the conservation of what has been learnt, as for the sake of adding to it. The best way of securing both these ends would, of course, be such a change in the social customs of the people as would allow of girls remaining at the ordinary school several years longer. Not only would this be the best means, but native society will, I am fully convinced, discover sooner or later that it is the only way in which education can ever make an impression on the female portion of the community at all proportionate to the mark it has made on the other sex. The sooner the discovery is made and acted on the better. For no one, however sanguine he may be, can maintain that Zenana or Home education classes, or any practical extension of this agency, can

effectually cope with the wide-spread ignorance and lack of culture that prevail. At best these Home education classes are temporary make-shifts, not permanent parts of the educational machinery which is transforming Hindu and Muhammadan society. I should like to see this aspect of the matter brought constantly and prominently forward on every occasion on which the general interests of female education are being discussed in public. Hindu and Muhammadan parents must be brought to face the vital issues that are bound up with this question. If Native society, in full view of all the circumstances, deliberately resolves to allow itself to fall behind in the march of progress, there is not another word to be said. But if it desires to take its place among the foremost people of the earth—to be a progressive instead of a stagnating or decaying society—it must gird up its loins and resolve—at whatever cost—to emancipate its women from the thraldom of ignorance. A society composed of educated men and uneducated women can never be a progressive society. Home education classes are good as far as they go, and if parents can afford and are willing to pay for the luxury of educating their girls at home, it is right that they should have an opportunity of danger. But it is merely to play with a momentous question for the leaders of Native society to assume that, in patronizing these classes, they are doing a great deal to remove one of the greatest blots on their social system. It must be apparent to all of them that practicable extension of the Home education system cannot have more than an infinitesimal effect in removing the mass of illiteracy and ignorance which is stifling the very life of society. I am far from thinking that it would be expedient entirely to withdraw departmental aid from this educational agency. But the conviction has for sometime been growing in my mind that unless the utmost caution is taken, increased facilities for opening these classes and liberal Grants-in-aid of them may have an effect the very opposite of that intended—may retard the general spread of female education while advancing it slightly within a very limited sphere. Only those girls who have reached the age whom rigid custom ordains that they shall not any longer attend school should be educated to the home classes. A little judicious pressure brought to bear on parents who ... at all desirous to see their daughters educated would ... and there have the effect of inducing them to break throu... the barriers of custom and keep their girls at school some

years longer. If parents find that the educational authorities are just as ready to arrange for their girls being educated at home by a semi-private governess as they are to provide for having them taught in a school, they will doubtless choose the former. It is expedient and right that this department, in administering the expenditure of public funds, should make concessions to the customs of the people; but it is to be expected that the more enlightened members of the community will set the example of a readiness to meet the department half way, and to remove little by little the barriers which custom has set up in the path of female education. The education of one's children involves a sacrifice—a sacrifice of money, it may be of customary opinions, of cherished prejudices, of time-honoured sentiments. If parents are really desirous to educate their daughters, they will be prepared to make the necessary sacrifices. If they are indifferent in the matter, I am not very sanguine as to the amount of good that will be done by Home education classes."

Private native agencies, as has been pointed out, have not come forward to any appreciable extent to take upon themselves the responsibilities of starting schools, but Mission agencies have done a great deal for female education, the majority of aided schools being under their supervision. As regards Local Boards and Municipalities the Education Commisson was of opinion that it was premature for them to undertake the control of girls' schools on the ground that native public opinion had not yet decided either as to the expediency of school-life for girls or as to the claims of female education on Local and Municipal Funds. No pressure therefore has been brought to bear upon Local and Municipal Boards to undertake the management of girls' schools, but every opportunity has been taken to open Government schools in backward parts of the Presidency. Out of a total of 808 Primary schools for girls in 1893; 111 were Government schools, 14 were managed by Local or Municipal Boards, 501 were aided and these were chiefly institutions maintained by Missions, and 182 were unaided. The Department

has, as much as possible, encouraged the development of schools intended entirely for girls to the exclusion of mixed schools, but Dr. Duncan is of opinion that mixed schools are not so ill-suited to India as is sometimes supposed. His views on this subject are of special interest :—

"The question of educating boys and girls side by side is one on which differences of opinion exist in Europe and America. Arguments in favour of mixed schools, which are sound when applied to the conditions of life in the West, will many of them fail if applied to the social conditions of India. But, making due allowance for all this, I cannot see any valid objection to little boys and little girls working side by side in the elementary standards, if their parents are satisfied with such an arrangement. It must not be forgotten that the question of allowing grown-up native boys and girls to study together is of little practical moment at the present day, when girls are withdrawn from school at so early an age. In discouraging mixed schools for little boys and girls it appears to me that we are fostering a sentiment with regard to the seclusion of women, which, in the wider domain of social life, we condemn. If parents express a decided wish to have their girls educated in a separate school, their wish should be respected and if possible given effect to. But if they are quite satisfied with the mixed school arrangement, it does seem to me utterly uncalled for to discourage them from sending their little girls to a mixed school, and thus to create an artificial sentiment in favor of the separation of the sexes even in the elementary schools. With the paramount importance of spreading primary instruction ever pressing itself upon our attention, the mixed school for the Primary standards instead of being discouraged should be welcomed whenever and wherever the people are satisfied with it. Many a small village or town is able to support a fairly large school attended by both boys and girls but would not be able to maintain two schools —one for boys and one for girls."

Changes in the Grant-in-aid Code.

The new Grant-in-aid Code referred to in Sec. III,* which was only partially introduced on the 1st April 1880, should have been brought into full force after

* *Vide* page 26.

31st March 1882; but as the interval of two years was considered insufficient, and as several schools would have been seriously embarrassed by any further reduction of grants, the relaxations originally sanctioned were, on the recommendation of Mr. Grigg, extended for another year. In 1882-83 several important additions were made to the Grant-in-aid Code. Previous to that year, under the orders of Government, vaccination was demanded of male pupils in Government schools only, since then the demand was extended to aided schools to a considerable extent. The rules sanctioned by Government and incorporated in the Code were as follows:—

"In the case of schools for boys and of schools for European, Eurasian, and Native Christian girls, the manager must further declare that he will not admit any child as a pupil, who is not protected from small-pox by vaccination or otherwise. No exception will be allowed to this condition without the express sanction of Government."

"An application must be accompanied by a certificate that the Master or Mistress concerned has been vaccinated, or is otherwise protected from small-pox. No grant may, without express sanction of Government, be granted to a teacher who is not protected."

"No certificate may be granted to a Master or Mistress who is not certified to be protected from small-pox."

"No male pupil, unprotected from small-pox, is eligible for a grant payable from Local, Municipal or Provincial Funds in a Circle or Municipality, the Board of which has declared protection from small-pox a condition of aid."

In order to encourage the home education of Hindu and Muhammadan females, the following rule was sanctioned as a tentative measure:—

"Grants-in-aid of the salaries of qualified female teachers of Hindu and Muhammadan girls pursuing their studies in private houses may be sanctioned by the Director of Public Instruction according to the scale laid down in rule 43, provided (1) that the teacher is employed by the manager of a girls' school, or by a regularly constituted committee,

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society or association, (2) that the current accounts, the list of establishment, each household class, together with the time-table, the scheme of studies, and register of attendance, so far as secular instruction is concerned, are subject to Government inspection; (3) that the instruction given does not fall below that prescribed for the 4th Standard; (4) that each pupil receives instruction according to the standard in which she may be studying, in one or more languages, in Arithmetic and in History and Geography; (5) that such monthly fees as may be from time to time prescribed are levied; (6) that the total number of pupils under instruction shall not be less than 15 and not less than 3 in any one household; (7) that the pupils under instruction be not less than 12 or more than 25 years of age; (8) that the teacher devote to each household class not less than 4 hours, and in the aggregate to all the classes not less than 20 hours weekly."

The National Indian Association was the first to avail itself of the rule. It having frequently been brought to notice that schools opened in villages, wholly agricultural or industrial, proved to be ephemeral in consequence of the pupils being drawn away to labour during the day, the departmental officers were asked to encourage the opening of Night schools and Evening classes and the following rule was approved by Government:—

"In the case of Night schools or classes, an attendance of 2 hours will be accepted, but no school or class shall be treated as a Night school or class which has not been especially recognized as such by the Director of Public Instruction after duly considering the needs of the locality or community concerned."

The following amended rule, relating to period of examination for results grant was also sanctioned by Government:—

"A school shall be examined for a results grant once a year, as far as practicable, at intervals of twelve months; the grant being for the work of a school year, which, as a rule, begins to run from the date from which a school is recommended by the Inspector for admission to examination under Article 51, or, in the case of a school already on the list, from the date of

the last annual examination for grant. The annual grant is the aggregate sum of individual grants passed to pupils by the examining officer according to the scale fixed in Article 76 for the school year, but if the examination be held after the lapse of a period greater or less than a year then the total grant shall, except when otherwise ordered by the Director, be increased or diminished by one-twelfth for each month more or less than a year."

The following was the amended rule regarding period of study in results schools :—

"Pupils, who have been actually studying for a standard throughout the six working months preceding the inspection shall be eligible for examination under that standard. Pupils are not eligible for examinations under any other standard than that for which they have thus been studying."

Previous to 1st April 1882, the mofussil Municipalities had to pay results grants earned by boys for the first three standards only. On Mr. Grigg's recommendation, which was in accordance with the views of the local self-government committee, the results grants payable for the Fourth standard on account of boys, in addition to all salary grants for Primary schools or departments of schools, were transferred for payment by Municipalities, with financial effect from 1st April 1882. The transfer was a partial set off to the relief which had been afforded to Municipal funds by the discontinuance of the Police contribution. Mr. Grigg also advised the Government, in view of the development of needle-work as a decorative industry, to introduce the ornamental branches of the art into the higher standards, care being taken that plain needle-work, even in these standards, should not be sacrificed to ornamental, by requiring a pupil to pass for plain before a grant could be earned for ornamental. This proposal which had the approval of Mrs. Brander was sanctioned by Government. In 1883-84 also several important changes were intro-

duced which are noted under the following headings:—

(1.) *Appointments of local agents.*—Difficulties having arisen in consequence of the appointment of the Headmasters of schools under the control of trustees and associations as Managers for the transaction of business with the department without any limitation in their powers, rule 3 of the Grant-in-aid Code was so far amended as to give such trustees or associations power to "appoint the Headmaster of the school, or other person, their local agent, to transact the current business of the school on their behalf with the Education Department."

(2.) *Time to be spent in secular teaching.*—The Code, as first promulgated, required the head of a college or school to spend three or four hours respectively in secular teaching. The head of a large institution has to supervise the instruction given by his subordinates and to attend to general management, and this was not practicable so long as he was required to devote as many as three or four hours to actual teaching. Heads of colleges and schools were accordingly permitted to spend in secular teaching "such time, not being less than one hour daily, as may seem necessary for the well-being of the school."

(3.) *Period of furlough.*—Section 12 of the Code empowered the department to recognize six months' leave in case of Masters of Aided schools. To provide more liberally in regard to leave in the case of Masters, who have to proceed to Europe, the period was extended to twelve months, if taken in Europe after four years' continuous service in the country.

(4.) *Relaxation in favor of old teachers.*—The concessions granted on behalf of old teachers by the Notification of the 16th February 1880 and extended by G. O. No. 57 of the 17th April 1882, expired on the 31st March 1883. As it was considered a real hardship to reduce the grants of teachers of some standing and experience, or to require such men to proceed to the normal schools for training, a relaxation was sanctioned to the effect that Masters and Mistresses, whose continuous service as teachers was not less than six years on the 31st March 1883, were to be considered eligible for the favorable rates sanctioned in Government Notification, dated 16th February 1880, so long as they continue to perform efficiently the duties of their calling.

(5) *Certificates granted by public educational bodies.*—Article 25 of the Grant-in-aid Code recognized the certificates granted by the Committees of the Council on Education in Great Britain and the Commissioners of National Education in Ireland. As this measure led to the treatment of teachers holding certificates from other educational bodies as uncertificated for the purposes of State aid, the article was amended so as to include teachers holding certificates granted by any "public educational body recognized by Government."

(6) *Honoraria to Hindu and Muhammadan Mistresses.*—Elementary girls' schools maintained by Mission Societies have, as a rule, worked fairly successfully, and this happy result was no doubt, to a great extent, due to the practice of marrying young mistresses to schoolmasters and entrusting the girls' branch of a village school to the wife under the general supervision of the husband. Some inducement was considered necessary to bring about a similar state of things as regards secular teachers. The following addition was accordingly made to Article 22 of the Grant-in-aid Code :—

"Honoraria, amounting to Rs. 60, Rs. 120 and Rs. 240, will be given to the wife or widow of Hindu and Muhammadan masters on passing for an ordinary certificates of the third, second or first grade, respectively, provided the husband or guardian is a teacher by profession, and the wife or widow, in the case of the third grade, has been continuously engaged in school-teaching for one year, and in the case of the second and first grades for two years."

(7) *Honoraria for passing in vernaculars.*—With a view to encourage Mistresses and Normal Students to qualify in a second or third language, it was considered expedient to grant honoraria under certain restrictions, and the following addition was sanctioned to rule 40 of the Code :—

"The Director of Public Instruction may grant an honorarium, equal to two month's salary, to a Mistress who qualifies in a second or third language of the test of the grade in which she holds a normal certificate, provided such language or languages be South Indian vernaculars and not the vernacular of the Mistress. Grants at half the above rates may be given to a Mistress holding an ordinary certificate, who has been employed as a teacher for two years preceding the examination. Grants equal to three months' scholarship

will be given to a Female Normal student passing in a second language in the test for which she appears."

(8.) *Grants to gymnastic and drill instructors.*—As the provisions of the Code contemplated aid to calisthenic teachers or gymnasts who may or may not be attached to schools, the following addition was made to Article 30 of the Code:—

"A half-salary grant will be given to a fully qualified teacher of gymnastics, and a one-third grant to a drill-master or mistress who possesses also an elementary knowledge of gymnastics."

(9.) *Capitation grants to conductresses.*—No aid could be given under the Code for servants of any kind. This prevented managers of many girls' schools from employing conductresses in their schools. The employment of this agency being found essential for the well-being of girls' schools, it was resolved to give aid on account of this class of school servants; and in order to induce them to do their best to secure regular attendance, their remuneration has been made to depend on the attendance. The following addition was made to Article 46:—

"A monthly grant of one anna will be given in aid of the [illegible] of conductresses employed in girls' schools for each girl not residing on the school premises, who is certified by the Manager to have made fifteen full daily attendances in the month. During authorized vacations grant may be drawn according to the average grant of the two preceding months."

(10.) *Requisition of a minimum attendance in results schools.*—To check the multiplication of petty results schools and to prevent the abuse of a person being able practically to constitute his own children with their private tutor a school and to obtain grant, the requisition of a minimum limit as regards attendance was considered absolutely necessary, and the following clause was added to Article 50:—

"No school will be included in this statement which has not, if a school for boys, an average daily attendance during the three months preceding the date of application of 8 pupils; if a school for girls of 4 pupils. In schools in Municipalities the average attendance must not be less than 16 and 8 [illegible]."

(11.) *Conditions of aid under the results system.*—The increasing number of results schools rendered it necessary

that a careful selection should be made among the competing schools. In order to guide the sanctioning authorities in the matter of the selection, and also to inform the Managers of the directions in which they should improve their schools, and to guard also against the sudden withdrawal of aid, rule 58 of the Code was amended as follows:—

"Amongst schools otherwise equally eligible a preference will be given to those—

(*a*) in which school-fees are levied and trustworthy returns of such fees are submitted;

(*b*) which are provided with a fairly sufficient teaching staff;

(*c*) which have fair accommodation and are otherwise well-organized;

(*d*) which have been continuously maintained;

(*e*) in which certificated teachers are employed.

In the case of schools whose maintenance is guaranteed for a given time, aid shall not be wholly withdrawn without due and sufficient notice, which shall not be less than six months."

(12.) *Extra grants for Muhammadans.*—The rate of grant for Muhammadans was raised by 25 per cent. in consideration of the late age at which they begin their secular instruction and their comparatively slow progress therein.

(13.) *Extra grants to children of backward races.*—The necessity for encouraging private effort in the instruction of children of backward races, whether living within or without the special localities to which the tribes belong, engaged the attention of the department during the year, and the following addition was sanctioned to rule 77 of the Code. Such special encouragement was also recommended by the Education Commission.

Rule 77—(*a*). Grants shall be paid at double rates to Managers of schools in the Agency tracts of the Northern Circars, and at rates 50 per cent. higher than those named in the above scale to Managers of schools in the Kollegal and Satyamangalam (above the ghats) Taluks of the Coimbatore District, in the Nilgiri District, and in the Wynaad Taluk of the Malabar District.